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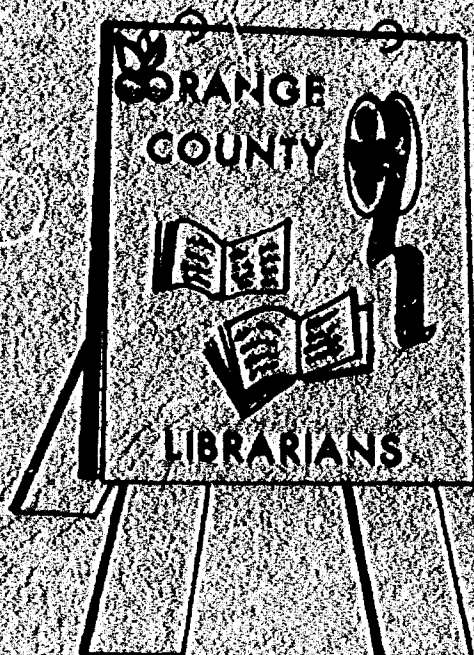
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ABSTRACT

The school librarians of Orange County, California, have cooperated to produce a handbook for library support personnel, paid and volunteer, student and adult. The planning guidelines include philosophies, standards, policies, goals, and objectives. Practical information for library aides covers room environment, print and nonprint materials processing, media center procedures, and equipment maintenance and storage. The appendix includes: information on volunteer recruitment; sample selection and gift policies; sample "Citizen's Request for Reconsideration of Instructional Materials" form; supply sources; a glossary; "School Library Bill of Rights for School Media Programs;" statements on students' right to read; information about student aides and their organization, the American Student Media Association; textbook information; and an extensive bibliography. (LS)

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LIBRARY MEDIA AIDES HANDBOOK



Orange County Department of Education
Educational Media Center
1974

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**SCHOOL
LIBRARY MEDIA
CENTER**

HANDBOOK FOR AIDES

Orange County District Librarians
Orange County Department of Education
1250 South Grand Avenue
Santa Ana, California 92705

1974

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PART I DEDICATION
PREFACE
ACKNOWLEDGEMENTS
GUIDELINES FOR PLANNING

Dedication

The adult and student volunteer aides have made it possible to maintain Library Media Center service in many elementary and secondary schools. Many hours are cheerfully shared by library clubs, or library committees in circulation services to children and young people. This handbook has been prepared in acknowledgement of the activities they perform with the hope that it will provide suggested guidelines toward a library media center which is the goal of the district librarians and their staffs.

Preface

The school district media specialists have expressed professional concern for the progress of the school libraries and the continuing reliance upon non-certificated aides and volunteers to staff these service areas. The media specialists/librarians, realizing the potential of a curriculum-oriented learning center in meeting student needs for individual programmed learning, have identified in this handbook the supporting roles of school personnel. Suggestions have also been included for simple organizational procedures that can be adapted by the principal for his "library chairman" utilizing the district media specialist/librarian to establish his individual school media program.

Through the cooperative efforts of the librarians in the Orange County schools who have shared their district or school handbooks, the committee has prepared a composite handbook. It is the committee's desire that this publication will provide a stimulus towards the programmed realization of the media center as identified in the Standards for School Media Programs, and that you will add to this handbook the variations of procedures and policies that will make it a meaningful handbook for your school library/media center.

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Anaheim City Elementary School District
Brea Junior High School (Brea-Olinda)
Capistrano Unified School District
Centralia School District
Cerro Villa Junior High School (Orange)
Fountain Valley School District
Franklin Elementary School (Santa Ana)
Fullerton School District
Garden Grove Unified School District
La Habra City School District
Lord Baden Powell Elementary School (Magnolia)
Lowell Joint School District
Los Alamitos High School (Anaheim)
Magnolia School District
Marco F. Forster Junior High School (Capistrano)
McPherson Junior High School (Orange)
Norwalk-La Mirada School District
Orange Unified School District
Peralta Junior High School (Orange)
Santa Ana Unified School District
Tustin Unified School District
Westminster School District
Yorba Junior High School (Orange)

A School Library Media Center Philosophy

Each school district has a written statement of the district's philosophy regarding general objectives for school library media center services. Generally these statements affirm the American freedoms contained in the Library Bill of Rights, the School Library Bill of Rights, and the Student's Right to Read (see appendix for copies of these statements).

School library media center collections should meet the requirements of various curricular areas, and provide for each individual according to his learning ability. Materials available should inspire the student, meet his individual needs and offer depth in research. They should significantly help a student to develop a balanced cultural life and to learn to be a free, reasoning person. Of high quality and broad dimension, materials should enable a student to take advantage of current technology.

The collection should reflect current trends in education and communication. The findings of research in learning development, increased sophistication of youth, the rising expectations of deprived children, the crisis of ghetto and/or central city should influence the selection and use of materials.

Materials selection is the responsibility of qualified specialists at the local, state, regional or national levels. The process of selection is expedited by consulting reviews, recommended lists, standard bibliographic tools and special releases. The legal responsibility for materials in the school and/or district collections rests with the Board of Trustees.

Suggested Goals For School Library Media Centers

An effective school library media center should:

- Support instruction in all areas of curriculum, with a richness of materials made easily accessible
- Increase opportunity for self-directed learning for lifelong education and enjoyment
- Develop appreciation of our cultural heritage and responsibilities of citizenship
- Improve and extend educational opportunities for pupils of all racial and ethnic backgrounds
- Encourage innovative ways of teaching and learning through the use of instructional media
- Involve members of the community and enlist their support
- Maintain supportive staff in sufficient number qualified to implement diverse services
- Provide an environment conducive to learning

Community Support

Parent-teacher organizations have always recognized the need for an adequate school library media center under the guidance of a professionally trained librarian or media specialist. Community groups should continue to support the library program and its objectives. The library is the result of careful planning and constant effort, and the contribution of volunteers is a major one. Their enthusiasm and loyal support have benefited the reading interests and abilities of thousands of children; their competence is respected.

Frequently, parent-teacher associations actually initiate and implement school library media center programs. They provide funds for the purchase of materials and supplies, as well as volunteer services. In this process, they consult with school administrators and professional school librarians. Usually, however, the full responsibility for library services is transferred to the school board as soon as possible.

Volunteer Personnel Policy

California Association of School Librarians (CASL)

California Association of Educational Media and Technology (CAEMAT)

Volunteer service rendered by parents or community personnel can be valuable but should never be expected to replace full-time support or professional staff.

Student assistants are not the equivalent of adult media aides. These students can receive valuable work experience that might eventually lead to a career. However, such programs require careful planning and supervision, and should be designed as instructional programs for the students involved.

Goals and Objectives

Goal:

To present standards for media programs that will best aid the schools in implementing their educational goals and instructional programs.

Objectives:

To bring standards in line with the needs and requirements of today's educational goals.

To coordinate standards for school library and audio visual programs.

Standards for School Media Programs ALA and NEA, 1969

Goal:

The purpose of standards is to provide guidelines for present and potential media programs that will aid schools in achieving educational goals.

Objectives:

The standards should serve as one of the instruments for continuous evaluation of the media program's ability to meet evolving objectives of the education program...

This will lead to the development of local standards...

The standards allow for advances through stages of development...

Standards for the Development of School Media Programs in California Jt. Committee CASL and AVEAC (now CAEMAT) 1970

Goal:

The goal of the Orange County Instructional Media Council is to provide strong media support programs in every school district in the County.

Objectives:

To develop a continuous program in Orange County to encourage school administrators to hire qualified personnel to develop and operate media programs.

To work diligently toward the adoption of standards within each school district that will give teachers and students the quantity and quality of materials necessary to upgrade the educational programs of the district.

To promote the selection of quality equipment and in the quantity necessary to allow faculty and students to use materials in all situations with the full realization that the equipment selected will give the best possible service.

To stress the need for appropriate space and facilities to make the function of the media program adaptable so that the goals outlined can be realized in an atmosphere conducive to learning.

Guidelines for Media Centers in
Orange County

Orange County Dept. of Education -
Orange County Instructional Media
Council, 1971

The Education Code and School Libraries

Senate Bill No. 910 was signed by the governor in 1970. It was "an act to amend Sections 891, 891.1, 891.3, 7101, 7151, 7153, 7203, 7207, 7209 and 13289 of, to add Sections 7050 and 7050.1 to, and to repeal Sections 7103, 7152, 7155, 7202, and 7206 of the Education Code, relating to school libraries."

This act:

- Required the governing board of each school district to provide library services for pupils and teachers by either establishing and maintaining school libraries or by contracting for library services.
- Requires the State Board of Education to adopt rules and regulations governing school library services; and requires school district governing boards to adopt additional necessary rules and regulations.
- Provides as an alternative that librarians employed by a school district may possess a valid credential authorizing services as librarian issued by the Commission for Teacher Preparation and Licensing rather than the State Board of Education.
- Eliminates provisions whereby a school library may be made a branch of a county library, and authorizes contracts with county authorities for provision of library services to districts.
- Makes numerous related technical and other changes in provisions relating to library services provided by county superintendents, employment and certification of library personnel, care and custody of library books and materials, and other related matters.
- Requires all librarians employed in any elementary or secondary school to possess a specified credential, rather than just those librarians who were employed for more than two hours a day.

State Board regulations for school library services, adopted March, 1972

A resolution was made by the State Board of Education to add Chapter 3 (commencing with Article 1 composed of sections 16040-16043) to Division 16, Part 1, Title 5, California Administrative Code, relating to school library services as follows:

Be it resolved by the State Board of Education, acting under the authority of and implementing, interpreting, or making specific Education Code Section 7050.1, and pursuant to the Administrative Procedure Act, that:

Section 1. Chapter 3 (commencing with Article 1 composed of sections 16040-16043) is added to Division 16 of Title 5, California Administrative Code, to read:

CHAPTER 3. SCHOOL LIBRARIES

Article 1. School Library Services

16040. Definitions. (a) "School library services" include, but are not limited to, the provision, organization, and utilization of materials and related activities supportive of the educational requirements prescribed by law and by the school districts.

(b) "A School Library Program" may be identified by each school district by any title which is descriptive of its function.

16041. Content of School Libraries. Each school district may provide in its libraries books, reference books, periodicals, photographs, pictorial or graphic works, maps, charts, globes, sound recordings, films, filmstrips, kinescopes, video tapes, or other printed or audiovisual materials approved for use in the schools by the governing board pursuant to Chapter 12 (commencing with Section 7050) of Division 6 of the Education Code.

16042. Services for Pupils and Teachers. Opportunity is to be afforded pupils to borrow school library materials at no charge for use in the district's libraries, classrooms and out-of-school. A school district shall make no charge for the late return of library materials unless authorized to do so by the governing board of such district. Pupils and teachers are assisted in the selection and use of school library materials.

16043. Duties of Library Personnel. Persons employed by a school district as school librarians, assisted by other certificated personnel where deemed necessary, are responsible to perform the duties assigned by the school district governing board, including, but not limited to, supplementing classroom instruction, helping and

programs of a school district, selecting materials for school libraries, and conducting a planned course of instruction for those pupils who assist in the operation of school libraries, subject to such policies, rules and regulations as may be established by the governing board for the operation and utilization of school libraries. Classified personnel assigned school library duties are to be under the supervision of certificated personnel; instructional aides assigned to school libraries are subject to the provisions of Education Code Sections 15599 through 15599.9; pupils are under the supervision of certificated personnel.

Qualifications for Employment as Librarian

15289. No person shall be employed as a librarian in any elementary or secondary school, unless he holds a valid credential of proper grade authorizing service as a librarian, of a valid teaching credential issued by the Commission for Teacher Preparation and Licensing or the Board of Governors of the California Community Colleges if he has completed the specialized area of librarianship.

(Amended by Stats. 1970, Ch. 1379. Operative on July 1, 1973, or at such earlier date as the Commission for Teacher Preparation and Licensing may determine.)

Relating Reading and the School Library Program in the Primary Grade. California State Department of Instruction, 1973.

School Library Media Center Use

- As much as possible the center should be available to every child, aide and teacher during the entire school day.
- Teachers should be able to bring classes to the school library media center for planned activities. Students from other classes should still be allowed use of the media center during these times if there is proper personnel on duty.
- Groups or individuals from a classroom should have the opportunity to use the media center for research and planned activities when there is proper personnel on duty.
- A flexible plan of school library media center use should be implemented to allow the use as described above. Discourage rigid scheduling of classes on routine visits. To avoid conflicts, provide a sign-up, but use small time modules so the teachers can schedule the necessary amount of time needed.
- Students should have free and unlimited choice of materials regardless of level of development. Achievement beyond grade level is often the result of the pursuit of interests.
- Restrictions on students should be kept to an absolute minimum. Only a chronic offender should be restricted from checking out additional materials. Actual experience has shown a lower loss with "open" policy than in schools with a restrictive policy. Restrictions on the number of materials deter completion of multiple assignments and develops negative student attitude.

Restrictive policy and attitude is counter to the development of a positive attitude about the media center. It should be a friendly place where students like to go and where they can enjoy the materials and experiences received there.

- Some of the most expensive and most usable materials are in the reference section. The attitude that these must not leave the center should be discarded. Reference material should be checked out on an overnight basis to increase the availability of this valuable and limited resource.
- Procedures for operations should be established by the professional media specialist/librarian assigned to the school, in consultation with the principal, and in concert with the guidelines. The school clerks, media clerks, and the volunteer assistants should maintain that system and follow established procedures.
- In case of emergency: Indicate here what you can do, and who you should contact first by telephone or messenger.

PART II SCHOOL PERSONNEL

Role of the Principal

The principal is the prime energizer of the school library media center program. He sets the tenor of his school's curriculum through the wise utilization of his library media center personnel and its resources.

In his role as building principal he should

- recognize the district and building library media specialists as professional members of his staff.
- encourage his teachers to confer with the library media specialist regarding materials and skills to enrich the curriculum units.
- promote wide and effective use of the media resources on the part of all students and teachers.
- suggest to the classroom teacher that they cooperate with the library media specialist in teaching the individual student and small groups.
- be involved in the total media program.
- accentuate the concept of a total media center program.
- encourage routine procedures which will make materials easily available for use; work closely with his library media specialist and the district guidelines in the establishment of effective procedures.
- appoint a library chairman and guide the parent organization in their library media center participation.
- develop policies and procedures for purchase or acceptance of gift materials to the library media center (in accordance with existing district guidelines.)
- encourage parents and students to volunteer time to assist in the operation of their library media center in order to provide maximum usable time for the students.
- clearly interpret to the volunteer aides their role in the program and work cooperatively with the district and/or building library media specialist in their training and orientation.
- implement the district policy for handling of questioned materials by interested parents or a community group.
- involve and prepare the staff in the concept of a library media center.

- establish his responsibility for the organization, administration, and supervision of all activities that take place in the school.
- plan with the library media specialist for staff orientation.
- work with the staff and the library media specialist in the development of evaluative criteria of the media center program.

Role of the Library Media Specialist

The role of the library media specialist will vary according to the district organization. Whenever there is a full-time credentialed librarian present to serve as a media specialist in the school building, the curriculum program will be able to make the greatest use of the available resources.

The credentialed librarian will

- coordinate the selection of materials for the media center and its curriculum oriented program.
- establish procedures that will assure accessibility of all materials to students and teachers.
- assist teachers, students and technicians in the production of learning materials to supplement those available through other channels.
- work with teachers in the planning and implementation of curriculum.
- provide the inservice training necessary for the effective use of media.
- assume responsibility for providing instruction in the use of the library media center and its resources. Although most of this instruction will be done with individual students in the library media center, group instruction can be presented by the teacher and the library media specialist in the classroom.
- assist children and young people to develop competency in listening, viewing, and reading skills.
- help students to develop study habits, acquire independence in learning, gain skill in the techniques of inquiry and critical evaluation, develop desirable reading, viewing, and listening patterns, attitudes, and appreciations.
- provide teachers with pertinent information regarding student progress, problems, and achievements, as observed in the library media center.
- serve on teaching teams. The activities of the media specialist include acting as a resource consultant for teachers, designing media, and working directly with the students in their research and other learning activities. The library media specialist should be a full-time member of the teaching team.
- make available to the faculty, through the resources of the professional collection, information about recent developments, instructional disciplines and in the general field of education.
- supply information to teachers on available inservice workshops and courses, professional meetings, and educational resources of the community.

- provide primary guidance in the establishment and conduct of the library media center program in the school. Program objectives will be reviewed periodically with the principal. The district guidelines should be generally followed with mutually agreed variations as needed for particular situations.
- conduct effective inservice for all library media center personnel and be available to consult with them as needed regarding the library media center program, its direction, and their part in it.
- establish guidelines for book fairs sponsored by the school's parent organizations.
- see that specially purchased materials (i.e. ESEA, NDEA, gifts) be so marked on the material as well as on the shelf list cards or inventory records.
- establish guidelines for PTA purchase of library media center materials.
- work with the principal and staff in developing evaluative criteria of the library media center program objectives.
- plan with the principal for a total staff orientation to the library media center.

Role of the Teacher

The possibilities of utilization of the library media center can take several directions.

With volunteer aides:

- The teacher will introduce library media center skills and routines to his class.
- The teacher can use the library media center as a source of supplementary reading material.
- The teacher needs to appreciate the limitations of the role of the library media center aide.
- The teacher is responsible for the discipline of his students in the media center.
- The teacher needs to become familiar with the library media center collection.
- The teacher will work with the aide to see that the materials are returned.
- The teacher will have the children ready to visit the library media center when a schedule is involved.
- The teacher will confer with the principal to obtain district resource materials.

With a library media center clerk:

- Same as above, but will have added responsibility, record keeping, along with consistency of service.
- Also better contact with district library media specialist.

With building or traveling library media specialist:

- The teacher should work with his library media specialist in the development of class units using the media center resources.
- The teacher will be advised of current resources available at the district offices.
- The teacher can arrange for small group learning experiences with the media center.
- The teacher can have the library media specialist introduce media center skills.

Role of the School Library Media Technician

The library media technician may either be assigned to the school building or move between several school buildings on an established schedule. This role is assigned to the newly evolving paraprofessional, who graduates from community college with knowledge which permits responsibilities broader in scope than the library media clerk. The library media technicians have specific training and direction in operation of the technical aspects of the library media center.

The traveling library media technician is responsible to the principal when procedural conflicts are encountered. These differences will be solved by the district library media specialist.

The library media technician will

- complete the tasks of preparing the library media center for use and assist the faculty and students in that use.
- maintain the card catalog as a reference source. This must be maintained accurately to assure its usability.
- assist in maintaining a materials circulation system which will include the processing of new materials as well as identifying others of need.
- assist in maintaining an orderly, friendly atmosphere in the media center.
- assumes responsibility for the audio-visual equipment and its services.
- maintain library media center records of supplementary instructional materials and equipment.
- assist teachers in the development of instructional media.

Role of the Volunteer Library Media Chairman or Co-Chairman

The role of the volunteer library media chairman or co-chairman in the conduct of the library media center is a most important one. The school districts have provided space for a center but may be unable to provide needed certificated personnel to operate the center. The volunteers are a vital mainstay to the success of a library media center program.

The volunteer library media chairman has certain tasks that should be done. These tasks are as follows:

- Distribute and collect forms for recruiting volunteers.
- Work with the library media specialist; assign volunteers to scheduled times and duties.
- Work closely with the school principal for guidance where policies, procedures and materials are in question.
- Know your media center, it's books, staff and unique features.
- Inform volunteers of media center schedule and changes in schedule, such as holidays, etc.
- Assign substitutes when needed.
- Bring questions or problems to the attention of the library media specialist or the library media clerk.
- Under the direction of the library media specialist or the library media clerk, check bibliographies for book orders.
- Under the direction of the library media specialist, give special attention to helping teachers make use of the media center.
- Supervise the checking-in of periodicals and the making of overdue notices.
- Attend district meetings as a means of exchanging ideas and techniques.
- Keep in mind the overall program of the media center; request special workshops or training sessions when needed.
- Generate enthusiasm.
- Assign volunteers for processing in the district media center library.
- Maintain records and charts as requested by district personnel.

Role of the Library Media Clerk

Where a building level clerk is available either on a part or full-time basis in the school media center, the services can include the following:

- Assists in selecting materials for the school media center.
- Assists students and teachers in choosing books, films, and other software.
- Makes materials easily accessible for students and teachers.
- Works with teachers in curriculum planning.
- Helps develop effective use of media with teachers.
- Assists in providing instruction in use of the Center and its resources in a continual planned program.
- Files catalog cards and maintains all circulation records.
- Performs software mending tasks.
- Makes available to teachers, information concerning new materials.
- Maintains suitable and attractive room environment.
- Assists in organizing and training volunteer media center staff.
- Schedules the use of the Center
- Operates audio-visual equipment housed in the media center.
- Production of requested materials.
- Processing of materials.
- Performs clerical and secretarial responsibilities.
- Assists in preparation of research retrieval requests.
- Performs related media tasks as assigned.

Role of the Adult Volunteer Aide

Under the supervision of the building principal and/or the school district library media specialist, there are guidelines that can be established to identify task areas of service by the volunteer aide. The volunteer aide shall be responsible for following the district guidelines and those procedures established by the principal and the district library media specialist for the operation of their school media center.

The volunteer aides have certain tasks that should be done while on duty in the media center. The aide should

- be prompt and regular in attendance at the media center.
- assist in making their media center a friendly and inviting place for the students and the teachers. Be enthusiastic.
- advise your chairman if you are unable to come at the assigned time.
- assist in the circulation of materials according to the district established procedures.
- shelve materials according to their classification number. The room appearance is more attractive when the books are arranged to the front of the shelves with bookends to hold the materials in place.
- make note of requests for materials which you are unable to fill for the library media chairman, co-chairman, librarian and/or media clerk.
- refer requests for special materials to the proper person.

There are other tasks that the volunteer aide may perform when instructions have been provided by the building principal or the district library media specialist. The aide may

- prepare materials for the vertical file (example: pictures, pamphlets.)
- assist in filing catalog cards by filing above the rod in the catalog drawers.
- make minor repairs as identified by the district library media specialist.
- assist in the preparation of bulletin board displays or exhibits.
- assist in making aids and games to be used in the media center as requested by the district library media specialist.
- assist teachers in laminating and dry mounting materials at the district media center with the approval of the school principal.

- assist at book fairs and other school exhibits when following building or district established guidelines.
- also assist by providing information to the principal or district library media specialist in regard to community resources available for curriculum enrichment. Displays, materials, and persons are often valuable contributions.

Two areas in which volunteers may be faced with "What to do" are as follows: (Directions listed are only guidelines--care should be taken to check with person in charge as to the specific way to handle each area.)

When any person approaches the volunteer aide and complains about materials in the collection, the volunteer aide should follow prescribed district procedures.

- a. Refer the complainant to the proper person--this might be the library media specialist or the school principal.
- b. Provide the complainant with a written copy of the procedure to follow in case of a complaint or question about the collections.

If an individual queries the volunteer aide about accepting gifts -- material or otherwise -- the volunteer aide should have the person check with the proper personnel. The volunteer aide should never accept or in any way obligate the district for such things. Each district will have rules to follow about acceptance of "gifts."

Role of the Student Volunteer Aide

The role of the student volunteer in many situations is necessary to insure the smooth operation of the library. The student volunteer may play a vital role in attracting other students to the library and in encouraging their reading.

There are many benefits to be gained by the student volunteer. The knowledge gained through service in the library will be useful to him. Learning to help others in the use of the library is excellent training for any profession.

The student volunteer may be trained in and assigned to many different task areas. Some possibilities are

- room check - housekeeping
- circulation desk
- door duty
- shelving of materials
- care of newspapers or magazines
- check of audio-visual media for possible repairs
- prepare bulletin boards and exhibits

Some special projects that the student volunteer may be trained in are

- special typing assignments
- various steps in processing library materials
- helping with overdue notices and statistics
- pulling materials for specific learning situations
- checking in new books or magazines
- delivering, setting-up and running audio-visual equipment
- filing cards in the card catalog above the rod
- filing shelf list cards in the file above the rod

Expectations:

The student volunteer should use caution in doing his tasks and in helping library users. If he feels that he needs help with a task, he should ask for help rather than bungle through. He will want to consult with the proper personnel when in doubt about any operation. (See appendix for additional materials on use of student aide.)

PART III ROOM ENVIRONMENT

Room Environment

General Considerations

The school library media center aide

- realizes that those people on duty in the media center often set the tone for those who come in.
- dresses neatly and appropriately while on duty in the media center.
- is courteous and friendly to all. Tells acquaintances who stop to chat that he is on duty and will see them later.
- helps keep the media center neat, quiet and in order, making suggestions to improve the center and the services it renders.
- knows that good housekeeping has much to do with the general appearance of any room; he will have a regular schedule for dusting shelves, furniture, counter tops, audio-visual equipment and other media center furniture and equipment.
- checks the room environment before and after each class comes in to use the media center.
- knows that during busy schedules, clean-up should be encouraged 5-10 minutes before the end of the period.

Climate Control

The library aide will

- do all things possible to assure that the media center is light, airy and cheerful.
- make an effort to keep the temperature of the room as comfortable as possible at all times.
- keep the reading areas arranged so that the students are not reading in direct sunlight.
- bring to the attention of the proper personnel, any maintenance or repair needed for the windows, lights, air conditioning, heating, or other climate control apparatus.

Room Arrangement (General considerations)

The library aide will

- rearrange furniture and/or equipment when appropriate for a particular learning situation, returning them to their proper positions after use.
- sometimes set out specific books, magazines, or other materials for a class, returning them to the shelves after use.

Room Arrangement, continued.

- check the magazine area regularly to assure that the magazines are in proper order and condition.

Shelving

The library aide will

- shelve all books and materials which are ready for shelving after checking to see that the correct book card is in the pocket.
- bring all books to the front edge of the shelf.
- read the shelves regularly checking for books and materials not in their proper order, rearranging them in their proper positions or returning them for later shelving.
- shift books and materials when necessary and add bookends where needed.

Library Furniture

The library aide

- will periodically check the furniture for pencil marks or other removable markings.
- will see that the tables and chairs are kept in positions.
- knows that maintenance and repair needed for furniture should be brought to the attention of the proper personnel.
- keeps all movable furniture such as book trucks out of the media center traffic areas.

Circulation Desk

The library aide

- discourages loiterers around the circulation desk.
- as he stamps the date slip he indicates to the student that the transaction is complete and that the student may leave the area.
- sees that the circulation desk is clear for action.

Card Catalog

The library aide checks

- the card catalog regularly to see that the drawers are in their proper positions.
- periodically to see if the drawer labels are in place.
- to see if the rods are all locked in position.

Plants

The library aide cares for all plants regularly, watering and feeding on a regular schedule.

Library Exhibits (General considerations)

The following are important points the library aide observes in setting and maintaining exhibits in the library:

- Attempt only one thing at a time.
- Begin work on the exhibit far enough in advance to have everything organized before actually beginning to set up the exhibit.
- Show only what can be handled well in the space available.
- Place the exhibit so that it will not interfere with free movement about the room.
- Remove the exhibit when directed.
- Maintain a file of exhibits; resources for exhibits; and sources for materials, supplies and equipment for exhibits.

Book Fairs

In conjunction with the proper personnel, the library aide will

- display the books neatly and invitingly.
- straighten the display periodically.
- keep special tables or racks arranged and in order.
- use colorful posters and extra book covers for promotion and for the book fair.
- station monitors at the doors when fair is in progress.

Special Exhibits

The library aide

- knows that even in the smallest media center, arrangements can be made for special exhibits of books, art work, student-made materials or realia.
- checks to see that all art work and student-made materials are labeled before displaying them to insure returning them to their proper owners and also to give credit to the artists.
- in handling special exhibit materials, uses the greatest care and respect.
- returns all materials to their owners immediately after use.

Bulletin Boards

Materials

Poster materials are easily obtained and very effective.
Travel folders are interesting to the viewer.
Book covers are handy and a good aid.
Paper cut-outs are easy to construct and adaptable.
Photographs can sometimes be used for effect.
All lettering should be large and legible.
Pins are recommended for holding materials.

Preparation and Technique

Neatness is the first requirement.
There should be a center of interest.
Materials and margins should be balanced.
Bulletin boards should be attractive and eye-catching.
An appropriate heading or caption sometimes adds meaning and effectiveness.

Themes

Subject, interest categories and hobbies are always good.
Special occasions and themes are well received.
A bulletin board can emphasize library policies.
Drawing attention to special collections is appropriate.
Bulletin boards organized around a slogan are good.

Sources for Free Materials

Most large corporations have some type of free materials.
Travel bureaus and airlines have art posters.
Foreign embassies will send charts and bulletin board materials
Gas stations will donate maps.

(See appendix for bibliography on room environment.)

Other Files

THE PAMPHLET FILE

This valuable resource can provide alternatives to learning for the students at a minimum cost. Many publications are available from industry. Selection criteria should make this collection curriculum oriented. Organization of this collection should be simple form of alphabetization of subjects used by teachers. Folders and large envelopes are available from library supply houses. Catalog cards can be prepared for each subject folder included in the pamphlet file. Library aides can assist in making this a valuable learning tool.

THE VOCATIONAL FILE

Work experience has been identified as alternative learning method. This file may be part of a career center or be located in the library media center. Special organization of this material has been established by the publishing source. Quantity of materials and its format will determine the best method for student use.

STUDY PRINTS/ART REPRODUCTIONS FILE

The curriculum and the storage facility will determine the organization of this material. The picture file is now identified as study print collection and is given curriculum subject categories and may be filed in the card catalog.

PART IV PROCESSING OF PRINTED MATERIALS

Commercial Cataloging

There are several companies that will furnish, for a small fee, catalog cards for materials they publish and there are other companies who will sell catalog cards for some audio-visual and most book materials. The best known for service to schools are the following:

- | | |
|---|---|
| 1. Library Journal Kits | Box 703
Times Square Station
New York, New York 10036 |
| 2. Library of Congress | Washington D.C. 20540 |
| 3. H.W. Wilson Company | 950 University Avenue
Bronx, New York 10452 |
| 4. Professional Cataloging
Service | 1009 West 18th Street
Costa Mesa, California 92627 |
| 5. There are others; see your district librarian. | |

(PLACE YOUR DISTRICT'S SOURCES HERE)

Checklist For Processing Books

1. Type catalog cards from worksheet or main entry card.
2. Type circulation pockets and cards.
3. Paste pockets in books.
4. Stamp books with ownership stamp.
5. Put call number on spine of books.
6. Attach plastic book jackets to books (if used.)
7. File catalog cards above rod.
8. Remove shelf list cards for separate filing in shelf list card file.
9. Count and record number of books processed.
10. File shelf list cards.
11. Put books on shelves.

Variations in Processing Books

Reference Books

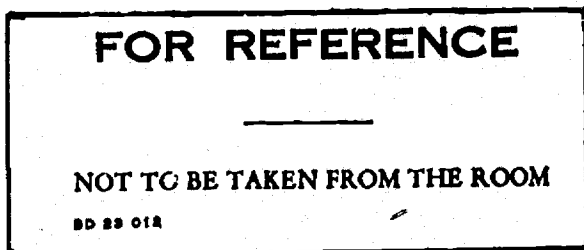
1. Type the capital letter R or the three letters REF or Ref centered above the call number on all catalog cards, circulation cards and pockets, and spine labels.

R	REF	Ref
921	921	921
Cog	Cog	Cog

Paperback Books

1. Type circulation card. Type and adhere book pocket if used.
2. Stamp with ownership stamp.

REFERENCE BOOKS



Label for Reference Books

No cards and pockets are used in reference books such as encyclopedias, dictionaries, almanacs, gazateers, etc.

Classification

The classification of materials is a specialized skill requiring background knowledge in school curriculum and methods of organizing materials to facilitate retrieval. Many books are delivered with commercial catalog cards; however, when not available, these skills should be provided by the district librarian's office.

Audio-visual materials are often-times given an accession number with a code symbol which identifies its format. However, the classification of all materials using the Dewey Decimal Classification System is becoming more popular in the school library media centers.

DEWEY DECIMAL CLASSIFICATION SYSTEM

A classification system which makes it possible to organize materials according to its subject content.

000 - 099	General works ex: encyclopedias	500 - 599	Pure Science ex: astronomy, trees
100 - 199	What men think (philosophy) ex: psychology	600 - 699	Applied science ex: medicine, rockets
200 - 299	What men believe in (religion)	700 - 799	Fine arts ex: music, painting
300 - 399	How men live together (sociology) ex: UN, government	800 - 899	Literature ex: poetry, plays
400 - 499	Languages ex: dictionary	900 - 999	History and travel, geography 92 and 920 Biography

EXAMPLE OF CLASSIFICATION NUMBERS

The call number is the classification number assigned to the contents of the book.

821
FAR (LITERATURE)

92
B00 (BIOGRAPHY)

FIC
SNY (FICTION)

E
T (EASY)

R031
WOR (REFERENCE)

In each case, the second line is the first three letters (or one) of the author's last name, except in biography when it is the first three letters of the subject's last name.

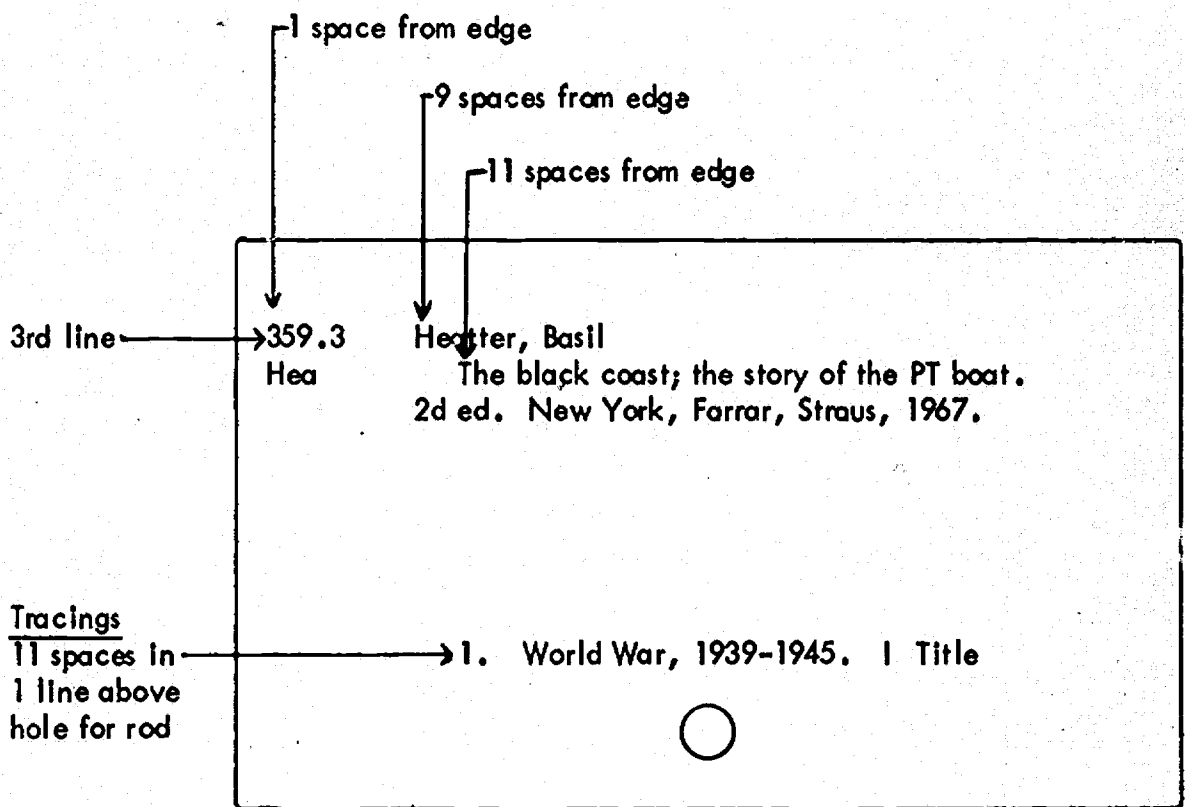
PROCESSING OF MATERIALS

Catalog Cards

Main Entry Card or Author Card

Aides with typing skills can be of great help in typing catalog cards from a main entry card or worksheet. The main entry card, sometimes known as the author card is shown below.

MAIN ENTRY CARD or AUTHOR CARD



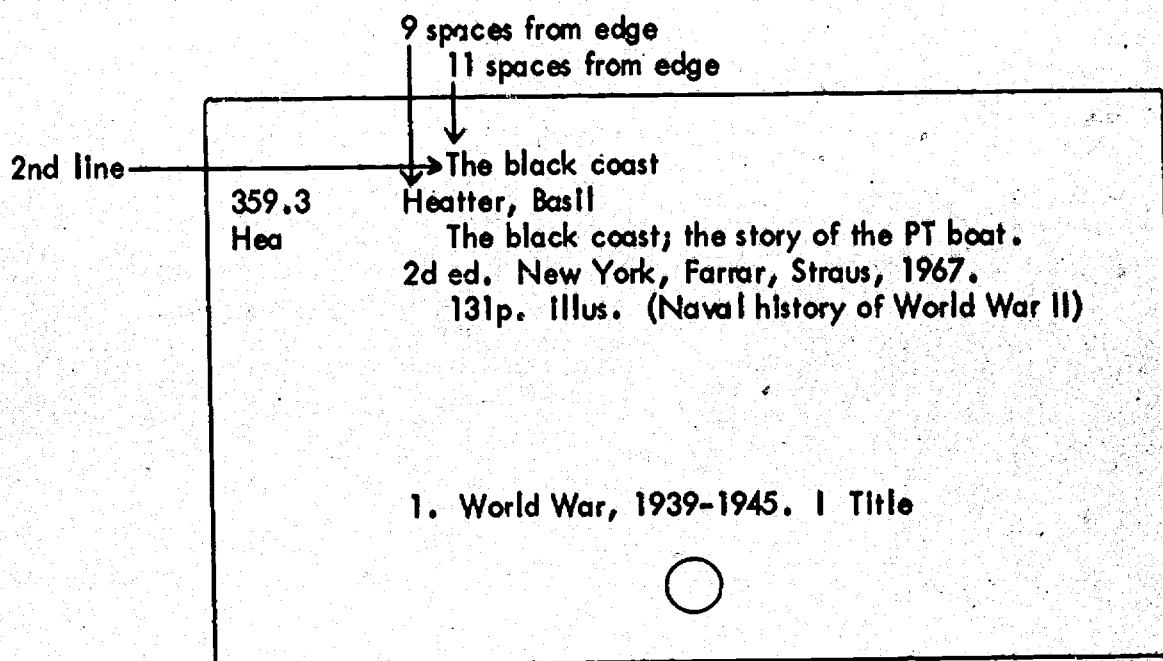
There will be variations from district to district. Pay particular attention to the spacing throughout. Follow the format of the main entry card in your typing of other cards! From the main entry card you will type a title card and subject card (s).

Tracings are the added entries made. Those listed by Arabic numerals indicate they are subject headings and should be typed in all capitals on subject card (see example). Those notations after Roman numerals are to be typed in smaller case letters on title card (see example).

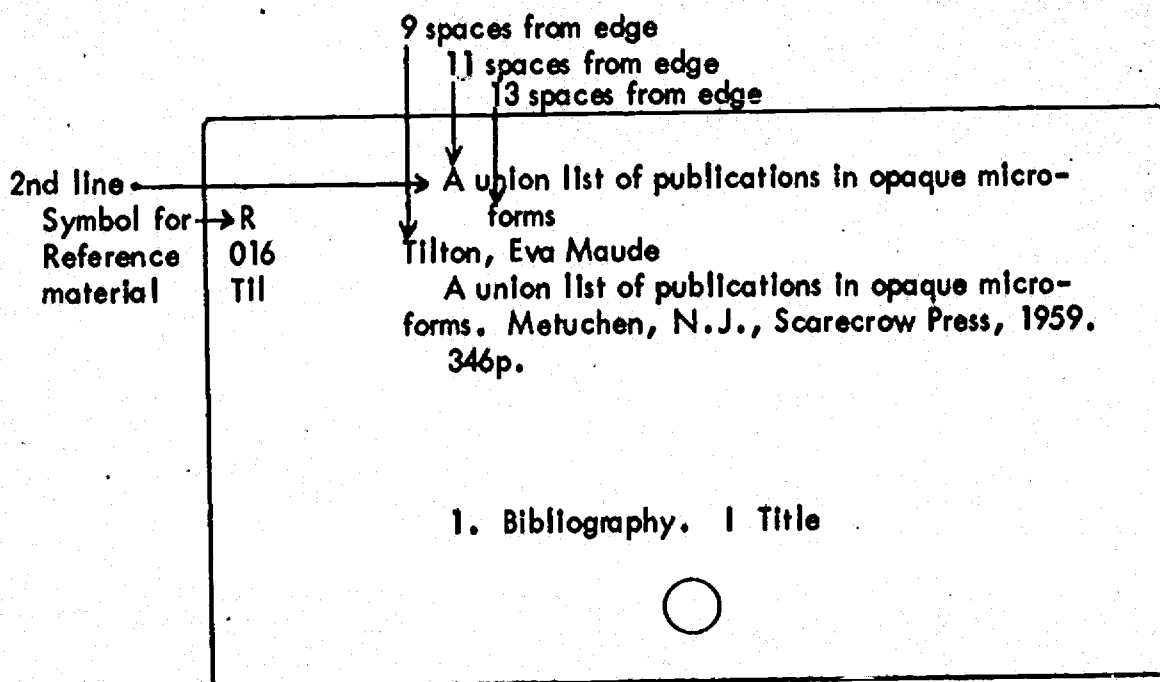
Title Card

The title card is the same as the main entry except that the title is also typed above the author's name. The title is typed 2 lines down from the top of the card and begins 11 spaces from the left margin.

TITLE CARD



TWO-LINE TITLE or Any Other 2-Line Entry



Subject Card

The subject card is the same as the main entry card except that the subject heading is typed above the author's name in capital letters. A book may have more than one subject card.

SUBJECT CARD

9 spaces from edge
11 spaces from edge

2nd line →
3rd line →

359.3
Hea

WORLD WAR, 1939-1945
Heatter, Basil
The black coast; the story of the PT boat.
2d ed. New York, Farrar, Straus, 1967.
131 p. illus. (Naval history of World War II)

1. World War, 1939-1945. I Title

○

Shelf List Card

The shelf list card is typed exactly as the main entry card (author) with the following additional information. Beginning at the first indentation (9 spaces from the left margin of card), 2 lines down from the information given on the author card, list the copy number or accession numbers being added, source of supply, date processed (month and year only) and cost of book. The complete information is given on the first copy of the set being added and only copy numbers follow this.

SHELF LIST CARD

9 spaces from edge
11 spaces from edge

3rd line → 359.3
Hea

Heatter, Basil
The black coast; the story of the PT boat.
2d ed. New York, Farrar, Straus, 1967.
131p. illus. (Naval history of World War II)

Copy 1	Farrar	ESEA	7-68	3.75
Copy 2	(vender)		4-69	4.00

○

(PLACE YOUR DISTRICT'S VARIATIONS HERE)

Circulation Card and Pocket

Circulation Card

The call number (which consists of Dewey number plus the first three letters of the author's last name) is typed in the upper left-hand corner, first space from the edge. Below it are the author's last name and title (see sample below and on next page).

On the right side of the card is the copy number or accession number. Check with proper personnel to see which your center has used and BE CONSISTENT.

Call number	973 Com	cop.2
Author	Commanger, H.	
Title	The first book of history	

← Copy number or Accession number

DATE DUE	BORROWER'S NAME	ROOM NUMBER
GAYLORD PO		

Circulation Pocket

Begin typing on the 2nd line from the top edge of the pocket and 3rd space from left edge. The call number is typed first, followed by the author's last name and then title (see sample below). The copy number (or accession number) is typed on the right-hand side of the pocket.

DATE DUE			

Call Number	973 Com	cop.2	Copy number or Accession number
Author	Commanger, H.		
Title	The first book of history		

BE CONSISTENT with practices in your school. Both circulation card and pocket should match for ease in matching card and pocket in check-in.

Plastic Jackets

Instructions come with the plastic jackets. Follow the directions for adhering the particular ones you have.

Basically, the book jacket is put on the inside of the plastic jacket and the plastic is folded to fit the book jacket. It is then attached to the book with attaching tape which may be purchased from any library supplies vendor.

Pasting

The book pocket is now ready to be pasted in the book. Some media specialists/librarians place their pockets in the front, others place them in the back. Check the books on your shelves and continue whichever practice has been started in your school. If there is a question, check with proper personnel.

Lettering

Lettering on the spine of the book can be done a number of ways:

- Electric stylus
- Spine label
- India ink

Typing the call number on a pressure sensitive label (from a library supply vendor) and adhering it to the spine of the book gives a uniform appearance to all the books. (The label, if used, should be covered with a thin coat of white plastic glue after being adhered to the book.)

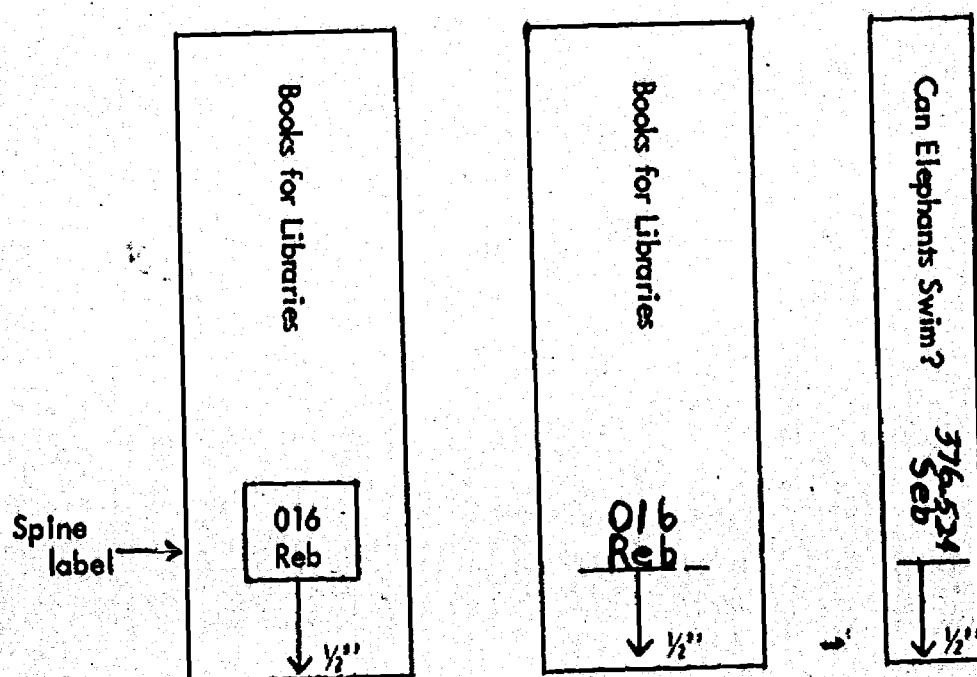
Whether using India ink, electric stylus or the spine label, mark the spine of the book $\frac{1}{2}$ " from the bottom and use this as a guideline for marking or placing a label. This gives a uniform marking and appearance. Be sure that the lettering or label is straight and centered on the spine (see sample on next page). It is recommended that the lettering on the spine be $\frac{1}{2}$ " from the bottom of the spine on each book. However, there are district variations.

Stamping

Each school has its own school ownership stamp. Each library book should be stamped with this stamp. Normally a book is stamped on the bottom of the first page of the book, the title page, and another designated page. This varies from school to school. Check the books in your media center and indicate below where you should stamp the book:

Page _____

Samples of Spine Labeling



Lettering Guide

For Use in Imprinting Book Spines

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n
o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0

TRY TO HAVE ALL WRITING UNIFORM
IN SIZE, SLANT, SPACING, AND FORMS OF LETTERS

**PART V PROCESSING OF
AUDIO-VISUAL MATERIALS**

Audio-Visual Materials

Each district will have its own variations in the processing of audio-visual materials. Keep this in mind as you work with this handbook. This is one way; a suggestion.

If you will note, filmstrip and filmloop circulation cards are handled differently from study prints and other media. Many districts handle all media with a circulation card at the desk as recommended here for filmstrips. Check with proper personnel as to how your district handles it and make notes as needed in the manual.

Please note the media coding system on a following page. This is only one system. There are many and your district will develop one that fits its needs.

Follow the main entry card in typing title, subject, and shelf list cards for audio-visual material just as you do for books. Follow the spacing, capitalization, and indentation as indicated on the worksheet or main entry card.

Circulation cards and pockets for the audio-visual materials are prepared just as for the books. (See examples on next page.)

Follow the filing rules when filing audio-visual catalog cards.

Some audio-visual media is boxed in sets which should be marked in sequential order.

Lettering and stamping of audio-visual media is usually placed on the label of the item itself. All parts must be lettered and stamped to indicate ownership, including guides and manuals.

Media Organization

All audiovisual materials should be displayed and circulated in a systematic, uniform manner. Librarians will use the Dewey Decimal Classification System, or accession numbers on various forms of materials. Each system has advantages and disadvantages. They will use the SEARS LIST OF SUBJECT HEADINGS as a standard source for tracings. Remember that the card catalog can always be used to locate items.

A.V. Media Circulation Card and Pocket

The diagram illustrates the layout of a three-part file folder. The top section is a rectangular card with a header area containing 'Art Print #', 'Painter', and 'Title' labels, and a grid area below. The middle section is a smaller rectangular card with a 'DATE DUE' label and a grid area. The bottom section is a rectangular card with a header area containing 'Kit' and 'Kit Title' labels, and a grid area below. The labels 'C-1' and 'C-3' are positioned to the right of the top and bottom sections, respectively, with arrows pointing to them. The label 'Copy #' is positioned to the right of the top section, with an arrow pointing to it.

Art Print # → AP-6 C-1 ← Copy #

Painter → Darro

Title → Abraham Lincoln

DATE DUE

Kit → KS-500 C-3 ← Copy #

Kit Title → Drag Racing

A.V. Media Circulation Card and Pocket

Film Loop

[illegible]

DATE DUE			

FL
46

Desert flowers

If the librarian has assigned a decimal classification number to the media, it will be necessary to include the name of the producer on the pocket and card.

Media Coding System

MP	Motion Pictures
FS	Filmstrips
FR	Filmstrip with Record
FC	Filmstrip with Cassette
FM	Filmstrip with Manual or Script
SL	Slides
SP	Study Prints
ST	Transparencies
RD	Recordings - disc
RT	Recordings - tape
RC	Recordings - cassette
PI	Programmed Instruction
KS	Cross-media Kits
AP	Art Prints
CT	Charts
CM	Maps
GL	Globes
EQ	Equipment
RA	Dioramas
RM	Models and Mockups
RE	Realia
RS	Specimen

Note: An alternate procedure is to spell out the types of media instead of the coding system.

Steps in Processing Art Prints

1. Type catalog cards from worksheet or main entry card. Follow spacing, capitalization, and indentation as indicated on worksheet.
2. Stamp the ownership stamp in the bottom right-hand corner on back of each art print.
3. Mark the art print number and copy number just above the ownership stamp.
4. Type the circulation pocket and card.
5. Adhere the circulation pocket to the lower right-hand corner on back of art print.
6. Color code the catalog cards.
7. Count and record number of art prints processed.
8. Place processed art prints in proper storage area.
9. Remove shelf list card and file in shelf list card file above the rod.
10. File catalog cards above the rod in card catalog.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

Steps in Processing Cassette Tape Recordings

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.
2. Mark label on tape reel with ownership stamp.
3. Type circulation pocket and card.
4. Adhere the pocket to the back of the container.
5. Type a label with the tape number and copy number. Adhere to the left side of the container about 1 inch from the top of the container, if wide enough. If not, mark the tape number and copy number of the left side using a permanent fine-line felt-tip pen.
6. Count and record number of tape recordings processed.
7. Remove the shelf list card and file in the shelf list file above the rod.
8. File catalog cards above the rod.
9. Place processed tape recordings in proper storage area.

SAMPLE CATALOG CARD (MAIN ENTRY)

RC
33

What is propaganda? (Cassette) Wollensak
1970
1 cassette 1 7/8ips (Social studies
series)

Manual

PROPAGANDA



Steps in Processing Exhibits

1. Type catalog cards from the worksheet. Follow spacing, capitalization, indentation as indicated on worksheet.
2. Mark each item (if practical) in exhibit with the exhibit number and copy number.
3. Type and adhere list of contents on the inside cover of each exhibit.
4. Type circulation card and pocket.
5. Adhere circulation pocket to the lower right-hand corner of the exhibit box.
6. Mark container with exhibit number and copy number.
7. Color code the catalog cards.
8. Count and record number of exhibits processed.
9. Remove shelf list card and file in shelf list card file above the rod.
10. File catalog cards above the rod in the card catalog.
11. Place processed exhibits in proper storage area.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

Steps in Processing Filmloops

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.
2. Record the filmloop number and copy number in the upper left-hand corner of label on cartridge. Letter ownership at bottom of label.
3. Type filmloop number and copy number on spine label and adhere to the side of the filmloop box (with the lid opening to your left) 1/2" from the top of the box.
4. Type circulation card, if used, for each filmloop and file in filmloop file at the circulation desk. Pockets and cards are frequently attached to the loop container.
5. Count and record number of filmloops processed.
6. Remove shelf list card and file in shelf list file above the rod.
7. File catalog cards above the rod.
8. Place processed filmloops in proper storage area.

SAMPLE CATALOG CARD (MAIN ENTRY)

FL
16

Boy of colonial New England (8mm loop)
Coronet 1971
4 min col si (Living in early America)

U. S. - HISTORY - COLONIAL PERIOD



Steps in Processing Filmstrips

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.
2. Type label with identifying number for the filmstrip and adhere to top of filmstrip can. DO NOT cover the title.
 - a. If added copy, add c-2 or appropriate number in black pen on filmstrip can label.
 - b. Added copies also require a "see also" reference typed on spine label listing filmstrip number of all additional copies except copy 1. This is placed under the copy 1 filmstrip and adhered to the filmstrip drawer.
3. Type circulation card, if used, for each filmstrip and file in filmstrip circulation file at circulation desk.
4. Count and record number of filmstrips processed.
5. Remove shelf list card and file in shelf list file above the rod.
6. File filmstrip in cabinet and catalog cards in appropriate catalog files above the rod.

SEE ALSO
FS-4728

SAMPLE CATALOG CARD (MAIN ENTRY)

FS
27

Children of China (Filmstrip) Encyclopedia
Britannica 1970
67fr col (Children of many lands)

Student manual

CHINA



Filmstrip: Sound

1. Type catalog cards from the worksheet. Follow spacing, capitalization, and indentation as indicated on the worksheet.
2. Mark each item in the set with ownership stamp and the sound filmstrip number and copy number. EXCEPTION: Filmstrips are marked the same as the single filmstrips with a typed number on a portion of label. Copy number is added to label with pen.
3. Type circulation card and pocket.
4. Adhere the pocket to lower right-hand corner on front of container housing the sound filmstrip.
5. Mark back of container with sound filmstrip number and copy number.
6. Type spine label with sound filmstrip number and copy number. Adhere this label to the left side of the container about 1 inch from the bottom.
7. Count and record number of sound filmstrips processed.
8. Remove shelf list card and file in shelf list file above the rod.
9. File catalog cards above the rod.
10. Place processed sound filmstrips in proper storage area.

SAMPLE CATALOG CARDS (MAIN ENTRY)

FC
26

Focus on America - the Midwest. SVE 1972
6 filmstrips (average 81fr)
3 cassettes
6 teacher's guides

Includes Ohio, North Dakota, Kansas,
Illinois, Kansas and Nebraska

MIDDLE WEST



Steps in Processing Kits

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on the worksheet.
2. Mark each item in kit (if practical) with the ownership stamp or mark, kit number and copy number.
3. Type a list of contents and adhere to inside cover of each kit.
4. Type circulation packet and card.
5. Adhere circulation pocket to lower right-hand corner on front of kit container.
6. Count and record number of kits processed.
7. Remove shelf list card and file in shelf list file above the rod.
8. File catalog cards above the rod.
9. Put processed kits in proper storage area.

SAMPLE CATALOG CARD (MAIN ENTRY)

KT
46

Brazil; Enchantment of South America (Kit)
Mid-America Learning Center, Inc. 1970

1 book 95p
1 filmstrip 65fr color
1 Enrichment resources manual 25p
2 cassette tapes

BRAZIL



Steps in Processing Recordings (Disc)

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on the worksheet.
2. Mark record on label with the record number and copy number. If the label is black so that the lettering will not show, type or stamp a label with the ownership stamp and write the record and copy number on the label.
3. Mark slip case with the record number, copy number and ownership stamp on the lower right-hand corner of back.
4. Type circulation card and pocket. Frequently, the number of items in a set is listed on the card and pocket.
5. Adhere the pocket to lower right-hand corner on front of the record slip case.
6. Count and record number of records processed.
7. Remove shelf list card and file in shelf list file above the rod.
8. File catalog cards above the rod.
9. File records in proper storage area.
10. If processing an album, include sequential numbering for each record.

RD
46

Great American poetry; three hundred years
of great American poetry. Caedmon 1969
2 records 4s 12in 33 1/3rpm

Teacher's guide

POETRY, AMERICAN



Steps in Processing Study Prints

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.
2. Stamp the ownership stamp in the bottom right-hand corner on back of each study print.
3. Mark the study print number and copy number just above the ownership stamp.
4. In sets of study prints, number individual prints in sequential order.
5. Type the circulation card and pocket. Frequently, the number of items in set is listed on circulation card and pocket.
6. Adhere the pocket to the lower right-hand corner on front of container housing the set of study prints.
7. Count and record number of study prints processed (individual prints, not sets).
8. Remove shelf list card and file in shelf list file above the rod.
9. File catalog cards above the rod.
10. Place the processed study prints in the proper storage area.

SAMPLE CATALOG CARD (MAIN ENTRY)

SP Mexico, the cities (Study print) S.V.E.
42 1968
 8 prints col 13 x 18 in

MEXICO - DESCRIPTION AND TRAVEL

○

Steps in Processing Transparencies

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.
2. Each transparency must be marked in the following manner:
 - a. Stamp with the ownership stamp in the lower right-hand corner on back of frame.
 - b. Record the transparency number and copy number just above the ownership stamp.

If the transparency is unmounted:

 - c. Mark the ownership stamp, transparency number and copy number in the lower right-hand corner with a permanent fine-line felt-tip pen.
 - d. In sets of transparencies, number individual transparencies in sequential order.
3. Guides are stamped with the ownership stamp in the lower right-hand corner on back. The transparency number and copy number are marked just above the ownership stamp.
4. Type circulation card and pocket and adhere to the lower right-hand corner of container housing transparencies. Frequently, the number of items in the set is listed on card and pocket.
5. Count and record the number of transparencies processed.
6. Remove the shelf list card and file in the shelf list file above the rod.
7. File catalog cards above the rod.
8. Place processed transparencies in the proper storage area.

SAMPLE CATALOG CARD (MAIN ENTRY)

TR
11

Polar map - an air age map (Transparency)
Continental Press 1967
1 piece col 10 x 12 in

Overlays attached.

ARCTIC REGIONS - MAPS



Corrections/Repairs of Media Materials

A Suggested Form For Making

The repair of audio-visual media is a specialized skill; therefore, damaged materials are usually identified with a tag and sent to the proper personnel for service.

CORRECTIONS/REPAIRS OF MEDIA MATERIALS	
Date _____	School _____
Type of material _____	
Catalog No. _____	
Author _____	
Title _____	
Publisher/Producer _____	
CORRECTION/REPAIR:	

PART VI OTHER PROCESSING PROCEDURES

Filing

If you look at the card catalog you will notice that each drawer has a metal rod which holds the cards in the drawer. When filing catalog cards, please LEAVE the rod in and file above the rod. The cards will then stick out above the other cards. Have your district media specialist librarian identify your procedure for filing.

Following are rules for alphabetical filing in a card catalog.

- Disregard A, An and The as the first word of the title. File under the word following the article. If these articles appear within a title, they are considered as words.

Examples: A kingdom for a horse (title) - A is omitted in filing
An old mystery - An is omitted in filing
The red train - The is omitted in filing

- Arrange cards word by word, alphabetizing to the end of the word. This permits identical words to follow one another. Always begin with one word entry.

Examples: A penny a day
A penny and a periwinkle
Penny and Peter
Penny Marsh
Penny, Sylvester
Penny's worth of character

- All entries are filed alphabetically by the first word, then second, third and so on, regardless of entry form (titles, authors, subject cards.)

Example: Golden Fleece (title)
Golden geographic encyclopedia (main entry)
Golden geography (title)
Golden goblet (title)
Golden, Harry (author)
Golden Magazine (periodical)
GOLDEN RULE (subject)

Note: For a different arrangement see Aker's or ALA filing rules.

- File abbreviations as if spelled out in full.

Examples: Mr., Mister; Mrs., Mistress; Ms., (an abbreviation for Mistress or Miss); U.S., United States; St., Saint; St., Street.

- Numerals and dates are filed as though spelled out.

Example: One
One billion
100 (one hundred)
110 (one hundred ten)
1000 (one thousand)

- Accents and punctuation marks are disregarded in filing.

<u>Examples:</u>	ECOLOGY	Boy's adventure
	Ecology and life	Boys' life
	ECOLOGY-PLANT	Boys, Wm.
	Ecology, status for tomorrow	
	ECOLOGY-WASHINGTON	

- Names are always filed as written, no matter how pronounced or how close in spelling to another word. (Exception "Mc" filed as "Mac")

Examples:

Green	McCain
Greene	M'Gregor
Grein	McPhersen
	Macpherson

- Hyphenated words are considered two words if the first part can stand alone (check the dictionary if there is a question.)

Example: Machine-made cards
Machine time
Machinery

- Words having two accepted spellings are interfiled under one spelling and "see" cards made for the form not used.

<u>Examples:</u>	Base ball	see	Baseball
	Catalogue	see	Catalog
	Labour	see	Labor

- Arrange subdivisions of history by alphabetical order in an elementary school. (Chronological order is usually followed in secondary schools.)

Example: U.S. History
U.S. History - Civil War
U.S. History - Colonial Period
U.S. History - Discovery & Exploration
U.S. History - 1900-1914
U.S. History - World War II

Note: For a different arrangement see Aker's or ALA filing rules.

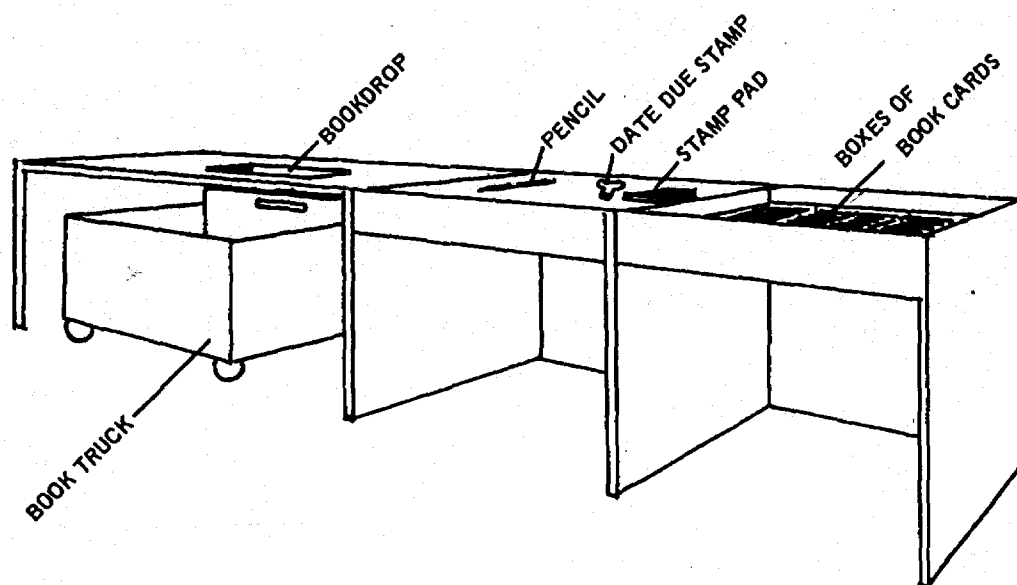
- Foreign language cards are filed alphabetically word by word.

Example: A rivederci
La Vita
Une Petite Fille

Note: For a different arrangement see Aker's or ALA filing rules.

The Circulation Desk

The processes involved can be complicated or simple, depending upon the size of the circulation. Alphabetical and chronological guide cards assist in keeping the book cards in a logical order. These are available from library supply houses. A date due stamp, a stamp pad and pencils are also needed. The size of a desk and/or table area is relevant only in relation to number of students using the area at the same time. Boxes which will permit 3x5 cards to be filed in alphabetical and/or chronological order are also needed. Book cards are most often filed alphabetically by the author behind the name of a classroom teacher in the elementary school. At secondary level book cards are filed alphabetically by the author behind the date the book is due.



Because numbers influence the library budget it is important to keep a record of the number of pieces of material which circulate each school day. This record book is available from library supply vendors.

Circulation of Materials

Steps In Checking Out Materials

1. The aide sets the date stamp for the circulation period. If a school holiday falls on the return date, set the stamp ahead to the next day the center is open.
2. The student takes the material to the checkout table and writes his last name, room number and his teacher's initial on the first empty line of the card. The aide will help any child who has difficulty with this.
3. The aide stamps the date due on the card and the date slip pasted in the book or on the material. For renewal, locate the card and stamp the card and the date slip with the new due date.

Checking In Procedure

1. Students and teachers returning materials to the center should put them in the place designated "Return Materials Here."
2. Locate the correct card for each item returned. Match title and accession or copy number on the card against the pocket of the book or material. To prevent error it is advisable to actually place a card beside the pocket and compare. When date due, classification number (if there is one), author, title and copy or accession number all agree, draw a line through the student's name on the card and put card in pocket and the material is ready to shelve. Materials that are ready for shelving should be placed together in the designated place for carded media.

Overdue Material

It is helpful if one aide will agree to handle all overdue notices on forms provided, record the room number on the notice and place it in the appropriate teacher's box for distribution. When a student does not respond to a notice after three notices an attempt should be made to contact him through the teacher. If this does not help, it is suggested that a notice to parents be sent home. A supply of these notices may be dittoed.

It may be advisable to post a list of the students with overdue material near the charging desk. Be sure to cross off names as materials are returned. In general, it is not advisable to prohibit students with overdue materials from using the media center. The center is here to serve students and teachers and to encourage them to use media and enjoy the center. It should be noted on the materials card the first, second and third time it was necessary to send the student the overdue notice. The following notices may be sent to the student and to his parents.

OVERDUE NOTICE SENT TO STUDENT

Date _____
To _____ Room number _____
According to our records, the media center material by the title of _____
is checked out to you and was due on _____.
Please return this right away so that other students may have the privilege of taking it out.
_____ School Media Center

OVERDUE NOTICE SENT TO PARENTS

_____	Date _____
Name of child _____	checked out material from the _____ School
Media Center and according to our records the material has not been returned. The name of the material is _____.	
Please look around your home to see if you can locate the material. It is most important that it be returned to the school. If you are unable to locate the material, please contact _____ at the school	
Thank you,	
_____ Volunteer Media Center Chairman	
_____ Principal	

_____	Fecha _____
_____ a tomado prestado de la biblioteca de la escuela _____ un libro. Asegun nuestro registro el libro no had sido devuelto. Titulo del libro _____.	
Es muy importante que sea devuelto a la escuela. Por favor de buscarlo en su casa. Sin no lo pueda localizar por favor de avisar a la escuela al _____.	
Gracias,	
_____ Director de los voluntarios de biblioteca	
_____ Director de la escuela	

Lost and Damaged Materials

Materials lost or severely damaged by a student should be paid for. The price may be found on the media card or the shelf list card or by calling the district media center. Price adjustments may be made by authorized personnel. Students paying money to the school must be given a receipt which must contain the following information:

Date

Student's name

Author, title and accession or copy number of the material

Name of school

Signature of the librarian/media specialist, media clerk or principal.

When a book or other material is lost or irreparably damaged and if it is the only copy in the collection, pull all appropriate catalog and shelf list cards and file them in a "lost file." Make a notation on the shelf list card indicating the date and status. The cards in the "lost file" should be saved for at least one year in case the material turns up again.

Bindery Services

There are several binderies which are locally available for repair of library books. The district librarian will advise you as to which vendors to use. The decision to bind or discard is usually determined by the credentialed librarian. When the last copy of any title is discarded, the catalog and shelf cards must be removed from the catalog.

Repair of Books

Preventive Maintenance

Books that are well cared for and attractive aid the students in taking proper care of them. Areas that will help in keeping books attractive are:

- proper shelving where all books stand upright
- ample number of bookends.
- uncrowded shelves so books may easily be removed
- purchase of library bound books

Mending of Books

Trained personnel are responsible for the mending of books.

School district with librarians/media specialists:

May hold inservice workshops for the training of volunteer aides in the repair of books.

School district with librarians/media specialists and library media clerks:

The clerks may be responsible for the repair of books or the training of volunteer aides in the repair of books.

School district with only volunteer staff in their media centers:

Minor repairs:

Volunteers may

- clean soiled pages.

Remove pencil marks with artgum eraser.
Remove soil marks with rubber eraser.

- clean book covers.

Covers made of a washable book cloth may be wiped lightly with a moistened cloth.

- tape torn pages.

Use permanent mending tape (for example: Scotch Magic Mending Tape with green plaid label.)
DO NOT USE ORDINARY SCOTCH OR CELLOPHANE TAPE.

Major repairs:

Volunteers will

- place books needing any major repairs in a designated spot, indicating the problem on the proper form (see example.)

Where trained personnel are not assigned to the media program:

Volunteer may

- request that authorized personnel contact a library supply company and request a demonstration in the repairing of books. (See appendix)

FORM USED FOR MENDING OF BOOKS

MENDING OF BOOKS	
Mending:	Spine label _____
	Book spine _____
	Signature page _____
	repair _____
	Defacing on _____
	pages _____
Rebind:	_____
Discard:	_____

Media Center I.D. Cards

The school may consider using a student media center identification pass. See the examples in the library supplies catalogs. (See appendix)

Also, see examples below:

TWO SAMPLES OF STUDENT LIBRARY MEDIA CENTER PASSES

ONE STUDENT

1973-74	No. _____

School	
Name _____	
Teacher _____	
Room No. _____	

MULTIPLE STUDENTS

1973-74	Grade _____

School	
Please admit _____ students	
(Number)	
for:	
Study	_____
Subject	_____
A.V.	_____
Reference	_____
Teacher	_____
(signature)	
Time to Return to Class	

Inventory

The aide may be asked to inventory the book collection and audio-visual materials in the media center. The district media specialist/librarian and the principal will establish the guidelines for its completion.

- Shelf all books properly before the inventory is started.
- It will involve the checking of the shelf list file against the materials to determine what is missing.
- The inventory will also indicate replacements that will be needed.
- Missing materials should be so marked on the shelf list card, clipped with a colored marker, but left in the file for one year before removing cards from the card catalog.

- After one year, if clipped material is still missing, follow above procedure for lost material.
- A report may be filed with the principal and/or district media specialist/librarian for entry in the district records.
- Below is a suggested format for your report.

LIBRARY MEDIA CENTER INVENTORY FORM

Inventory year _____	
SCHOOL _____	CHAIRMAN _____
Fiction _____	Biographies (92) _____
Easy _____	Story Collections (SC) _____
000-199 _____	600-699 _____
200-299 _____	700-799 _____
300-399 _____	800-899 _____
400-499 _____	900-999 _____
500-599 _____	Encyclopedias _____
TOTAL BOOKS _____	

PART VII SCHOOL PERIODICALS

Periodicals in the School Library Media Center

Contemporary school curriculum puts a great emphasis on current events. To understand the complexities of our present world, and to form their own opinions, students need a background of differing views. Periodicals appeal both to reluctant and advanced readers. They meet individual needs, providing information about hobbies, travel, countries, politics, history and the arts. Absolutely necessary for research, magazines and newspapers add zest to learning.

Organization of periodicals varies according to district. Magazines and newspapers are usually stored in order, and checked out overnight or longer. The use of indexes emphasizes the importance of shelving in storage boxes, or having magazines bound commercially for easy storage and access. A five year collection of back copies of magazines is recommended, as well as a six month supply of newspapers (if space permits). Most schools obtain periodicals from a subscription agency where school discounts are available. Periodicals for School Libraries published by the American Library Association is a useful guide to magazines, newspapers and periodical indexes. Indexes for periodicals can frequently be obtained by request from the magazine publisher. Other indexes available are:

Subject Index to Children's Magazines
2223 Chamberlain Ave.
Madison, Wisconsin 53705

The Readers' Guide
Abridged Readers' Guide to Periodical Literature
H. W. Wilson Co.
950 University Avenue
Bronx, New York 10452
Free booklets for classroom or library use are available.
Ask for How To Use The Readers' Guide

Periodicals Recommended for Elementary School Library K-6

American Girl
American Heritage
American Red Cross Youth News
(Old Title: American Junior Red Cross News)
Artist Jr.
Arts & Activities
Audubon Magazine
Boys' Life
Car Craft
Child Life
Children's Digest
Children's Playmate
Coin World
Cricket
Cycle World
Desert Magazine
Ebony Jr.
Golden Magazine

Highlights for Children
Horn Book
Hot Rod
Humpty Dumpty's Magazine
Jack and Jill
Keyboard Jr.
Model Airplane News
National Geographic Magazine
National Geographic School Bulletin
National Wildlife
Natural History
Nature and Science
Newsweek
Pack of Fun
Plays
Popular Mechanics
Popular Science Monthly
Ranger Rick's Nature Magazine
Rocks and Minerals

Science News
Surfer
Time
Today's Girl
U. S. News and World Report

Wee Wisdom
Young Keyboard, Jr.
Young Miss
Zoonooz

Newspapers:

Local paper
Metropolitan paper

Christian Science Monitor
New York Times--Sunday edition

Periodicals Recommended for Junior High School Libraries

Abridged Readers' Guide (Index)
Africa Report
Alaska Magazine
American Forests
American Girl
American Heritage
American Red Cross Journal
American West
Americas (English Edition)
Americas (Spanish Edition)
Analog (Science Fiction & Fact)
Aquarium
Arizona Highways
Artist Jr.
Atlantic Monthly
Audubon Magazine
Baseball Digest
Better Homes and Gardens
Bike World
Boating
Boy's Life
California Fish and Game
Camping Journal
Car Craft
Car and Driver
Car Life
Ceramics Monthly
Changing Times
Co-ed
Coin World
Coins Magazine
Congressional Digest
Consumer Bulletin
Consumer Reports
Craft Horizons
Craftsman
Current Science
Cycle Illustrated
Cycle Magazine
Cycle News
Cycle World
Dance Magazine
Department of State (bulletin)
Desert Magazine

Design
Down Beat
Drag Racing U.S.A.
Earth Science
Ebony
Electronics Illustrated
Farm Journal
Field and Stream
Flying
Focus (American Geographical Society)
Gems and Minerals
Golf Digest
Guitar Player
Ham Radio
Headline Series
High Fidelity
Holiday
Hot Rod
Instrumentalist
Jet
Karting World
Keyboard Junior
Ladies Home Journal
Mademoiselle
Mechanix Illustrated
Mexico This Month
Model Airplane News
Model Railroader
Motor Boating
Motor Trend
Motorcyclist
National Geographic Magazine
National Geographic School Bulletin
National Parks Magazine
National Wildlife
Natural History
Nature and Science
Newsweek
Oceans Magazine
Outdoor Life
Parks and Recreation
Plays
Popular Electronics
Popular Mechanics

Popular Photography
 Popular Science Monthly
 Public Affairs Pamphlets
 QST (Amateur Radio)
 Readers' Digest (Dom. Ed.)
 Readers' Digest (Spanish Ed.)
 Road and Track
 Rocks and Minerals
 Saturday Review -World
 Scholastic Scope
 School Arts Magazine
 Science Digest
 Science News
 Science World
 Scientific American
 Scott's Monthly Stamp Journal
 Senior Scholastic
 Seventeen
 Simplicity Magazine
 Ski Magazine
 Skiing
 Skin Diver Magazine
 Sky and Telescope
 Space World
 Speed Age (formerly Drag Strip)
 Sport
 Sports Afield
 Sports Illustrated
 Stamps
 Student Outlook
 Sunset
 Surfer Magazine
 Swimming World
 Teen Magazine
 Tennis
 Time
 Today's Girl
 Today's Health
 Track and Field News
 Travel
 UNESCO Courier
 U. N. Monthly Chronicle
 U. S. News and World Report
 Vital Issues
 Vital Speeches of the Day
 Weight Watchers
 Western Horseman
 Western Outdoors
 Westways
 World Tennis

World Traveler
 World Week
 Writer
 Young Keyboard, Jr.
 Young Miss
 Zoonooz

Newspapers:

Local
 Metropolitan paper
 Christian Science Monitor
 New York Times - Sunday edition

Steps in Processing Periodicals

1. Periodicals are checked in on the proper check-in form. There is a separate form for each periodical the library subscribes to. These periodical record cards may be obtained from library supply houses or printed by your district.

SAMPLE PERIODICAL CHECK-IN FORM

TITLE										
Girls Life										
YEAR	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
1970	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1971					✓	✓	✓	✓	✓	✓

2. Periodicals are stamped with the ownership stamp on the inside of the front cover and on the back.
3. Type circulation card and adhere paperback book type pocket to back of periodical.
4. Reinforce periodical with masking type tape on the spine.
5. Count and record number of periodicals processed.
6. Place processed periodicals in the proper area to be displayed or stored.

(WRITE YOUR DISTRICT'S PROCEDURES HERE)

PART VIII AUDIO-VISUAL EQUIPMENT

Audio-Visual Resources

Audio-visual equipment is often referred to as hardware and the learning materials used with the equipment is called software. This media is just another approach to provide alternative ways of learning. The total senses are utilized to have the greatest opportunity for retention and utilization of a learning experience. The library media aide has an opportunity to assist students during this learning period.

Because each piece of equipment varies, it is suggested that the aide can assist in a more proficient manner if the "how to's" are typed and pasted on the side of the equipment in some manner. The audio-visual hardware should be housed in the library media center where it is available for student use. If it is necessary to move these pieces in and out of storage, a rolling cart will eliminate the bumping and jarring which takes place when big equipment is moved off and on to shelves.

Each piece of equipment should have been given a school number which is printed on the outside of the case for identification purposes. Equipment inventory with numbers of extra parts facilitates maintenance.

FILMSTRIP PROJECTOR

School Number	Manufacturer	Model	Serial Number	Projection Lamp	Notes

School Audio-Visual Equipment

Kinds of Equipment and Materials

The aide may find this equipment and materials in some schools:

Equipment

16mm projector
8mm loop projector
slide projector
filmstrip projector
Kodak visual maker
sound filmstrip projector

overhead projector
opaque projector

Materials

film or movie or motion picture
filmloop
slides
filmstrip
film
filmstrip and record (kit). Some include paperback books.
transparency
any flat printed material

Kinds of Equipment and Materials, continued.

<u>Equipment</u>	<u>Materials</u>
filmstrip viewer	filmstrip
slide viewer	slides
radio	
record player	record or disc recording
tape recorder - reel to reel	1/4" recording tape on reel
tachistoscope	
cassette tape recorder	cassette tapes
listening post or listening station	record or disc recording
ditto machine	
camera, Instamatic	
microfilm reader	
video equipment	
public address system, portable	

Audio-Visual Equipment and Materials

Policies

Aides will follow the district policy and guidelines regarding duties involving audio-visual equipment and materials.

Aides must be provided with appropriate inservice training to feel competent in using or instructing in the use of any equipment and its material.

Repair

Trained personnel and the district are responsible for repair of audio-visual equipment and materials.

The aide will report on the condition of audio-visual equipment and materials to the proper personnel.

Responsibilities of Aide

The aide may:

Deliver equipment and materials.

Deliver and set up equipment and materials for use.

Deliver and operate equipment for use.

Pick up equipment and materials.

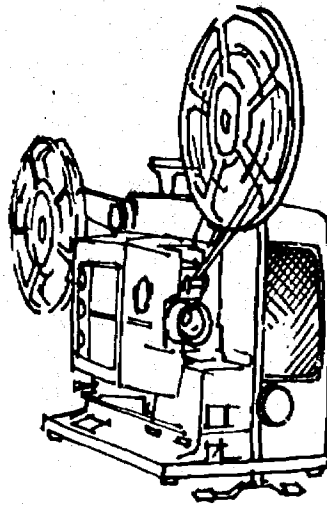
Assist in instruction of the use of materials.

Replace bulbs in equipment.

Replace camera film and flash cubes.

Inventory supplies and suggest needs for purchase.

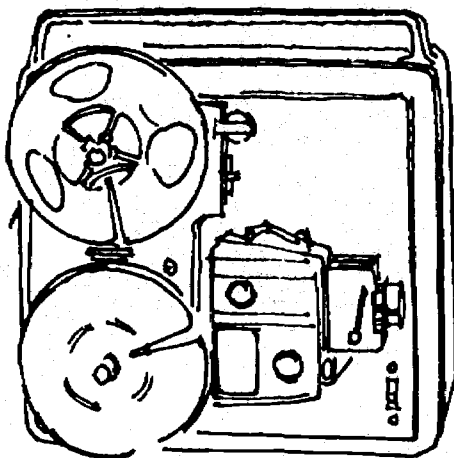
Assist in production of audio-visual materials to be used in the media center.



16mm Projector

NOTES ON OPERATING:

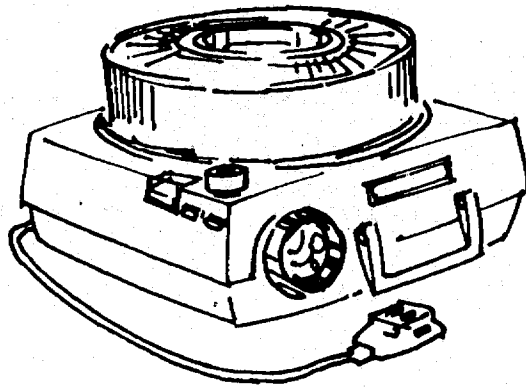
1. Turn on sound button before the light.
2. Provide a diagram for threading on the machine.
3. Practice threading before using.
4. Keep cool in an emergency.
5. When using the automatic threader don't snip large amounts off leader.
6. Be certain that the take-up reel is large enough to hold film.
7. Adjust framing dial to center frame on screen.
8. Be sure that both reels are completely and firmly attached to the machine.
9. Handle film only on leader or ends of film.
10. Do not let film touch the floor.
11. To avoid accidents always loop the extension cord around the table leg before plugging into the projector.



8mm Projector

NOTES ON OPERATING:

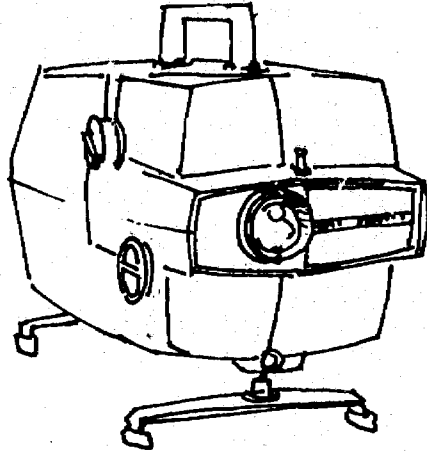
1. See 16mm projector.
2. Usually a cartridge load.
3. Clean lens with lens tissue or clean soft cloth.



Slide Projector

NOTES IN OPERATING:

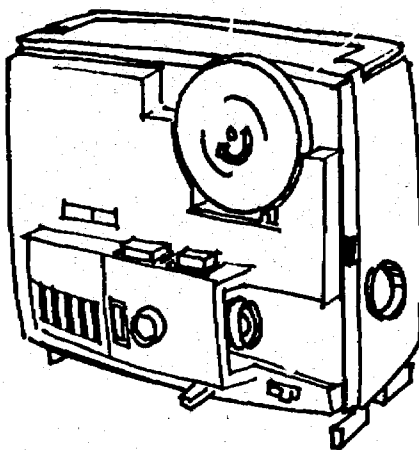
1. Check slides so they will project right side up.
2. Some cords are stored inside of machine.
3. Attach operating instructions.
4. Note that all rotary trays are not interchangeable, (i.e., Kodak and Sawyers.)
5. Include a remote cord when possible.
6. Slides should be placed into carrier upside down and backwards for proper projection.
7. Never force a slide if it doesn't move properly; stop and investigate.
8. Add to the longevity of the lamp by turning off lamp but leave fan switch on until lamp and housing is cooled.



Filmstrip Projector

NOTES ON OPERATING:

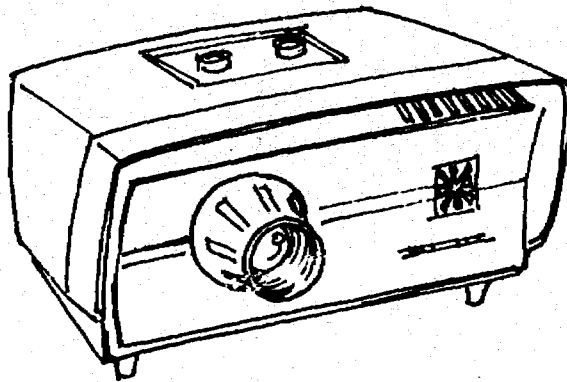
1. Have operating instructions in plain sight.
2. Adjust for distance before using with class.
3. Check filmstrip ahead of time to see if it is correctly inserted.
4. Have an extra extension cord available.
5. When only half of each frame is on screen adjust knob on side of lens.
6. Loop extension cord around table leg to avoid accidents.
7. Focus picture by rotating the lens.
8. Adjust tilt with tilt wheel.



8mm Cartridge Projector

NOTES ON OPERATING:

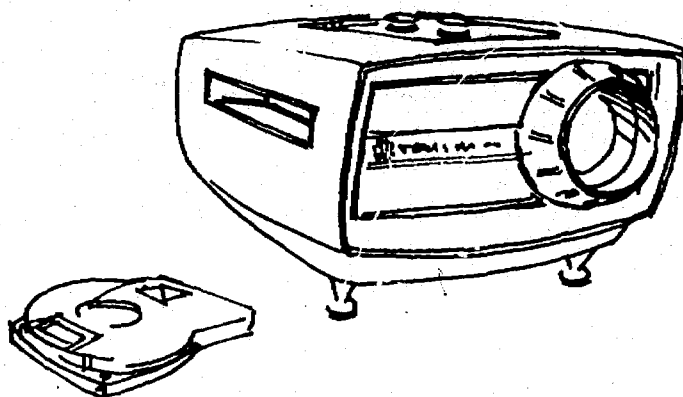
1. Check operating instructions.
2. Snap on cartridge.
3. Adjust focus.



8mm Continuous Loop Cartridge Projector

NOTES ON OPERATING:

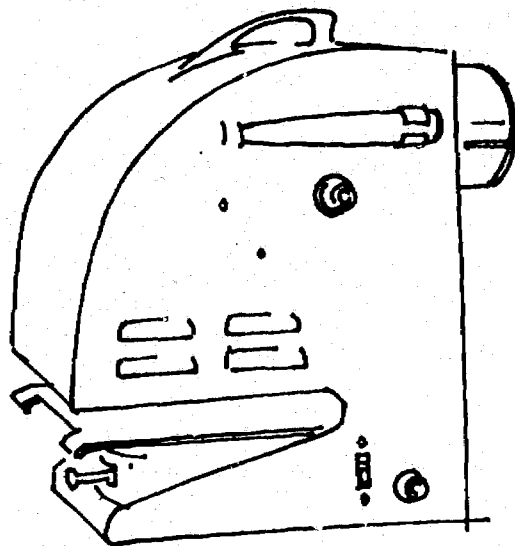
1. Check operating instructions.
2. Insert cartridge.
3. Adjust focus.



8mm Sound Cartridge Projector

NOTES ON OPERATING:

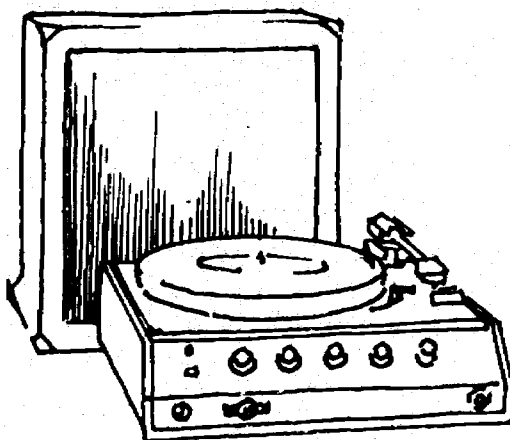
1. Check operating instructions.
2. Insert cartridge.
3. Adjust focus and volume.



Opaque Projector

NOTES ON OPERATING:

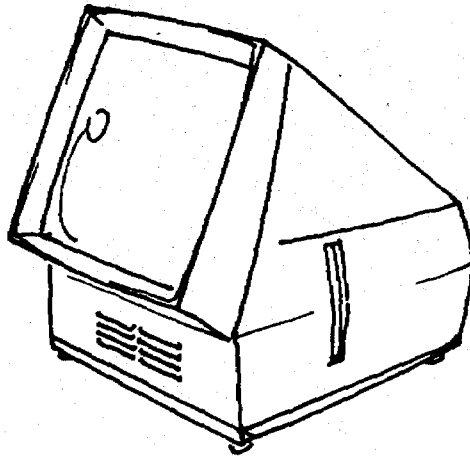
1. Read instructions attached to the machine.
2. Try out ahead of time.
3. Avoid over-heating the visual print.
4. Use for the shortest time possible as print will curl.



Record Player

NOTES ON OPERATING:

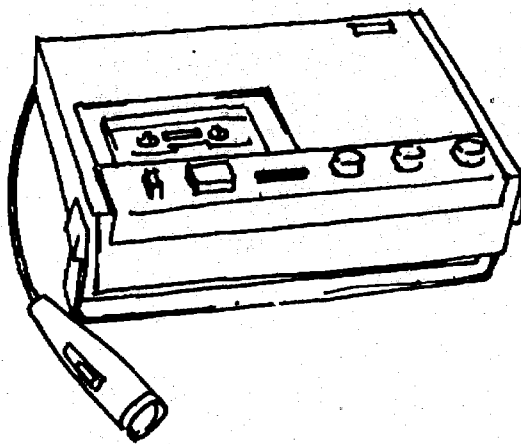
1. If the player has a "pause" button this may prevent functioning.
2. If no volume, check to see if plug is in securely.
3. Check to see if amplifier is on.
4. Be sure that turntable is set for proper speed of record.
5. After turning on the phonograph, wait a minute before putting needle on the record.
6. Lower needle gently, never drop the needle on the record.
7. Protect the needle by securing the phonograph arm before closing the lid.
8. Long playing 33-1/3 and 45RPM records use a fine needle. 78RPM records use a standard needle. Select carefully to avoid damage of equipment and records.
9. Keep record player away from direct sunlight or heat to avoid heat damage.



Slide Viewer

NOTES ON OPERATING:

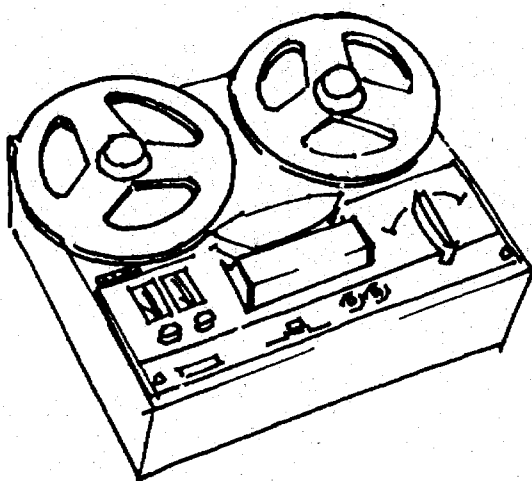
1. Be sure power plug is in.
2. Turn to "on" position.
3. Place slide in upside down position to project.
4. Dog-eared slides often "jam" so use care when inserting slides.
5. Don't insert objects into projector to force slides free if slide does not eject.
6. Clean lens with lens paper.



Cassette Tape Recorder

NOTES ON OPERATING:

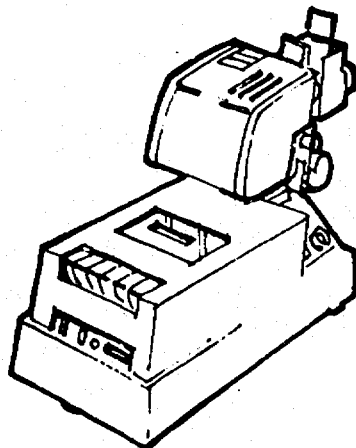
1. Check microphone on/off switch as many machines must be "on" to play as well as record.
2. Be certain that "stop" button is depressed at all times when any change forward or backward is made.
3. Check the monitor switch.
4. If tape breaks, do not try to repair. Refer to proper person.
5. When tape will not move on spindle, insert pencil in spindle hole and move slowly to release.
6. To play back your recording, move high speed lever to the left and rewind tapes to zero on the index counter. Press stop button.
7. Turn function button to play and adjust volume.



Tape Recorder

NOTES ON OPERATING:

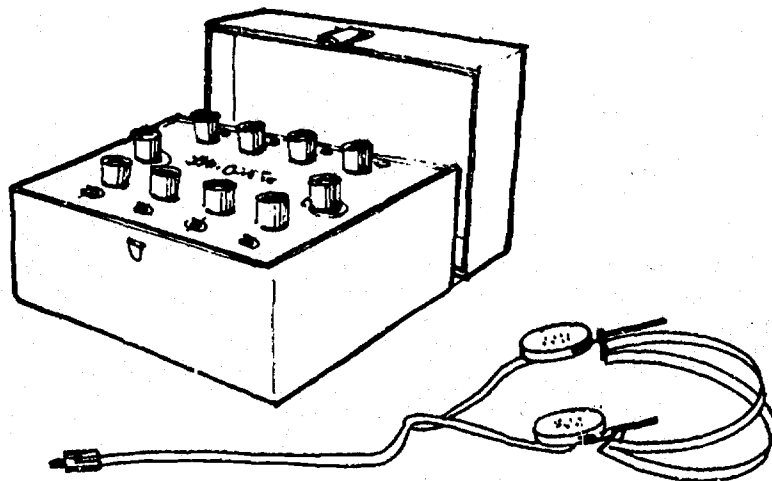
1. When specific information is needed make a notation of the counter number on the machine.
2. When recording, move counter to zero position before starting to record.
3. Be sure take-up reel is large enough to receive the tape.
4. Use only the proper adhesive when repairing this tape as it "gums" up the machine with all others.
5. Do not use cellophane transparent mending tape; do not staple ends together.
6. Turn tone control to treble.
7. Adjust volume control until the "normal" half of the indicator flashes.
8. Turn function control to record while pressing down on record lock control.
9. Do not replace microphone in its well or place on the same table with recorder as the microphone is sensitive to vibrations.



Sound Filmstrip Projector

NOTE ON OPERATING:

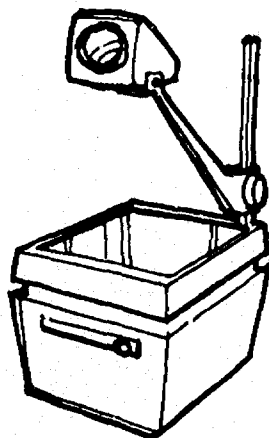
1. Check operating instructions.
2. Try out before using with class.
3. Synchronize sound with picture.
4. Be sure that filmstrip is inserted correctly in take-up reel.



Listening Post

NOTE ON OPERATING:

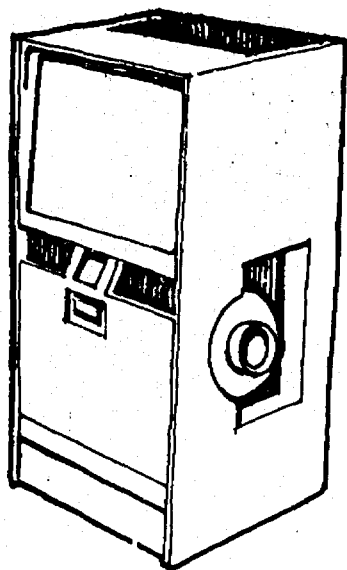
1. Plug Jack into audio source (tape player, phonograph, etc.)
2. Plug in headset jacks to listening post.
3. Adjust volume.



Overhead Projector

NOTES ON OPERATING:

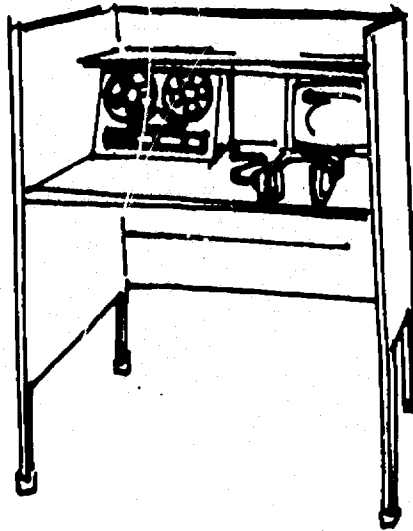
1. Check for operating instructions.
2. Check for proper focus on screen.
3. Check for adequate extension cords.
4. Some machines have an automatic thermal turn-off switch. Machine will turn off when cool.
5. If not automatic, move switch to fan position and allow fan to run until cool. When machine is cool, turn to "off" position.
6. Do not move until lamp is cool.



Filmstrip Viewer

NOTE ON OPERATING:

1. Check to see that the end of the filmstrip is cut squarely so that the film goes in evenly.
2. Avoid tears in films by checking sprocket holes for proper fit.
3. Report torn film to the proper person. Do not use!
4. Insert filmstrip from top to bottom.



Carrel

NOTES ON OPERATING:

1. The equipment can be very complicated if it includes closed-circuit television.
2. Check-out on each piece of equipment.

A Suggested Form For A.V. Maintenance

MAINTENANCE REQUEST		NO. 001
SCHOOL _____	Date _____	
DESCRIPTION		
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;">Requested by _____</div><div style="width: 45%;">Approved by _____</div></div> <div style="text-align: center; margin-top: 5px;">(Send in triplicate to District; retain last copy for files)</div>		
<div style="display: flex; justify-content: space-between;"><div style="width: 55%;">(Office use): Account No. _____</div><div style="width: 40%;">P.O. No. _____</div></div>		
<div style="display: flex; justify-content: space-between;"><div style="width: 55%;">ASSIGNED TO: _____</div><div style="width: 40%;">Date _____</div></div>		
Materials: _____		
<div style="display: flex; justify-content: space-between;"><div style="width: 55%;">Completed by _____</div><div style="width: 40%;">Date _____</div></div>		

APPENDIX

"How To Recruit Volunteers"

Suggestions for library chairmen

RECRUITING:

1. In most cases, the volunteers need no special talent or skill. Time, love of children and dependability are the only prerequisites.
2. Recruiting should go on all year around, even in the summer.
3. Your best recruiter is one of your happy volunteers.
4. Your best volunteer is the one who finds satisfaction and fulfillment in the work he or she is doing.
5. The children can recruit their own mothers, even if it's just for one day a month. (Maybe a special flyer addressed just to the children might help.)
6. Use your best telephone personality when calling the volunteers.
7. Send out literature soliciting volunteers at the very beginning of the year.
8. Send out extra flyers when necessary and indicate the following:
 - a. No definite skills required.
 - b. The need for dedicated volunteers.
 - c. Need volunteers who are desirous of helping students and being of service to the school.
9. If subsequent flyers bring no response, other possibilities to consider are
 - a. trailer parks (for retired couples.)
 - b. grandmothers.
 - c. neighbors and friends of students with no children of their own (not necessary to have children enrolled in any school.)
10. Be open during "open house." Tell the parents about your work in the library.
11. Scheduling should be done ahead of time so the volunteers will know exactly when they are scheduled to work.
12. Train the new volunteers at the beginning of the year. (Try never to schedule a new volunteer to work by herself.)
13. If something special comes up occasionally and the volunteer cannot work her regular shift in the library; let her know you understand and you respect the fact that she let you know ahead of time so that she could be rescheduled without too much difficulty.

How To Recruit Volunteers, continued.

14. Volunteers must know they are truly needed and appreciated. Tell them so from time to time. Also, pass on any compliments as you receive them. You really can't thank them enough.
15. Work with the volunteers to determine where they will be most helpful, productive and happy. Attempt to know their skills and capabilities so that you will not frighten them by assigning them too much work to do or by giving them too much information all at once.
16. Issue information on library procedures so that it is readily available as needed.
17. Students and teachers can help contribute excellent ideas for library bulletin boards. (example: butterfly collections, important historical documents, special assignments well done by students, book reports, book reviews, etc.)
18. Solicit kindergarten mothers. After sending their kindergarteners off to school, many young mothers may wish to help and are just waiting to be asked.
19. Issue a letter or circular early in the spring just prior to kindergarten registration. Follow-up by handing out letters to mothers while they register their children.
20. Offer library volunteers any fringe benefits your school district will approve, such as the use of coffee facilities, etc.)
21. Try selling your program to parents at any parent meeting.

After you have recruited your help, you need reinforcement.

REINFORCEMENT:

1. Keep an open path of communication between you and the volunteers. Tell them they should feel free to ask any questions when in doubt. Good communication is paramount to a good program. Only when we are all clearly informed about procedure can we best serve the students and their needs.
2. Give recognition to your volunteers. Thank them through the school paper and end the article with a personal note from you (i.e. "Have a nice summer and hope to see you next year.")
3. In some schools, teachers give the volunteer mothers a tea at the end of the year as their "thanks for all your help."

Materials Selection Policy

The selection of library books is the particular responsibility of the librarian with the approval of the principal under authorization from the Board of Education. All requests are evaluated by the librarian on the basis of the Policies of Selection, and if there is any question as to the suitability of the material for the school library, a review copy should be obtained and examined personally by the librarian and the persons making the request. Generally recognized and accepted reviewing media are used to check and evaluate requests for materials, and wherever possible the librarian should examine the book itself in depositories, shops and publishers' exhibits prior to purchase.

Gift Policy

Gifts and sponsored materials are accepted with the understanding that they will be evaluated on the basis of the criteria set forth for selection, and only those meeting these standards are added.

Citizen's Request For Reconsideration of Instructional Material

A Suggested Form

Author

Item

Title

Publisher or Producer

Request Initiated by

Telephone

Address

City

Zip

Complainant represents:

☐ Himself

☐ (Name Organization)

☐ (Identify Other Group)

1. To what do you object? (Please be specific; cite pages or incidents.)
2. What do you feel might be the result from use of this material?
3. Is there anything good about it?
4. For what age group would you recommend this material?
5. Did you read or see the entire content? What parts?
6. Are you aware of the judgment of this item by critics?
7. What do you believe is its theme?
8. What would you like your school to do about this material?
☐ Do not assign it to my child.
☐ Withdraw it from all students as well as from my child.
☐ Send it back to the Curriculum Division for re-evaluation.
9. In its place, what material of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

Signature of Complainant

Library Supply Houses

These vendors offer a variety of services and the district librarian usually has the responsibility for identifying the company that the district office has selected to meet your purchasing needs.

Bro-Dart, Inc.
15225 East Don Julian Road
City of Industry, California 91747

Demco Library Supplies
Box 7767
Fresno, California 93727

Gaylord Brothers
29 Aurora Street
Stockton, California 95201

OTHERS - Your district personnel will advise you.

Baker and Taylor

High Smith

Western Library Services

H. W. Wilson Company

Glossary of Media Terminology Used in This Handbook

ACCESSION NUMBER - a number assigned to each item consecutively as it is received into the COLLECTION. This is the one number which distinguishes each item from all others in the library. Not all libraries use accession numbers.

ADDED COPY - a copy, other than the first, of a title; a duplicate.

ADDED ENTRY CARD - CATALOG CARD made in addition to the MAIN ENTRY CARD for an item in the COLLECTION. It could be a SUBJECT ENTRY CARD, a TITLE ENTRY CARD, etc.

AIDE - a student or adult who assists either in the classroom or the library media center.

AUDIO-VISUAL SPECIALIST - an individual credentialed as a teacher or administrator who has taken training in audio-visual methods.

AUDIO-VISUAL TECHNICIAN - a staff member with competencies in one or more of these areas: graphics, audio-visual materials processing, equipment operation and simple maintenance.

AUTHOR - the person or corporate body responsible for the creation of a book or other work.

AUTHOR ENTRY CARD - the card in the CARD CATALOG with the AUTHOR on the top line. Usually the MAIN ENTRY CARD.

AUTHOR LINE - see BOOK NUMBER.

AUTHOR NUMBER - see BOOK NUMBER.

BIBLIOGRAPHY - a list of writings; usually relating to a specific AUTHOR or subject.

BOOK CARD - see CIRCULATION CARD.

BOOK POCKET - see CIRCULATION POCKET.

BOOK JACKET - the colorful paper cover which comes with most new books. Sometimes called a dust jacket. During PROCESSING a protective PLASTIC JACKET may be applied to it.

BOOK NUMBER - the second line of a book CALL NUMBER consisting of one or more letters and numbers used to designate an individual book from all others having the same classification number. See also CUTTER NUMBER.

CALL NUMBER - 1) for a book - usually a combination of the DEWEY DECIMAL CLASSIFICATION NUMBER and the BOOK NUMBER. 2) for other media - usually a code letter and an ACCESSION NUMBER. The call number is used as the identification number for

GLOSSARY, continued.

each item in the library. It appears on the CIRCULATION CARD and POCKET and on all CATALOG CARDS for that item. The call number for a book also appears on the SPINE of the book.

CARD CATALOG - an alphabetical file of cards which serves as an index to the books and other materials in the library.

CATALOG CARD - any card typed or printed for the CARD CATALOG. The card may be an AUTHOR ENTRY CARD, a TITLE ENTRY CARD or a SUBJECT ENTRY CARD, depending on what is on the top line of the card. Catalog cards are either typed at the library or purchased. Some places from which they can be purchased are the Library of Congress, H.W. Wilson and Library Journal Co.

CHECK OUT - most of the materials in a library may be borrowed for a limited period of time. In order to borrow a book or other item from a library, a student must take it to the CIRCULATION DESK and check it out.

CIRCULATION CARD - this card is always in the POCKET unless the item is CHECKED OUT. When checking out an item from the library, the borrower writes his name and room number on this card.

CIRCULATION DESK - the designated area in the library where items are CHECKED OUT.

CIRCULATION FILE - the file of CIRCULATION CARDS kept at the CIRCULATION DESK. It is a complete record of all materials CHECKED OUT.

CIRCULATION POCKET - holds the circulation card and is pasted on front or back cover of book.

CLASSIFICATION NUMBER - see DEWEY DECIMAL CLASSIFICATION NUMBER.

COLLECTION - a group of books or other materials. Sometimes used to designate a library's entire holdings.

COPYRIGHT - the exclusive right granted by a government to publish a work during a specified period of years; a protection against others copying it.

COPYRIGHT DATE - the date the COPYRIGHT is granted.

CUTTER NUMBER - found only in libraries using the Cutter or Cutter-Sandborn tables. It is the second line of a book CALL NUMBERS consisting of a letter and 2 or 3 numerals used to represent the AUTHOR'S last name.

DATE - in library PROCESSING work usually refers to the PUBLICATION DATE.

DATE DUE - the date of the expiration of the loan period.

GLOSSARY, continued.

DATE DUE SLIP - a form pasted in each library book. When the book is CHECKED OUT the date due is stamped here for the borrower's information.

DEWEY DECIMAL CLASSIFICATION NUMBER - the first line of a NON-FICTION book CALL NUMBER representing the subject of the book.

DISCARD - an item removed from the library's COLLECTION.

DUPLICATE COPY - see ADDED COPY.

DUST JACKET - see BOOK JACKET.

EASY BOOK - primary fiction, mostly composed of pictures for young children. Sometimes called a picture book.

END PAPERS - the leaves which line the inside front and back covers of a book to form the flyleaves.

FICTION - Imagined or Invented stories.

FLYLEAF - see END PAPERS.

GUIDE CARD - a card in the CARD CATALOG with an attached or projecting piece slightly higher than the other cards indicating the part of the alphabet located behind it.

HOLDINGS - see COLLECTION.

INC - see MEDIA CENTER.

IMPRINT - publication information about a work. For a book, this usually includes the place of publication, the name of the publishing company, and the date of publication. For some audiovisual materials the producer and the date alone are considered the imprint.

INSTRUCTIONAL AIDE - adult who assists the classroom teacher. Can be paid or volunteer.

INVENTORY - an annual report showing that a check and count have been made of the library's COLLECTION in order to discover missing or misplaced materials.

LEARNING CENTER - see MEDIA CENTER.

LIBRARIAN - a professional staff member who has a M.A. degree in Library Science but may or may not be credentialed.

LIBRARY AIDE - a staff member who has clerical and secretarial competencies, and who by working in a library has received inservice training by a credentialed librarian.

LIBRARY CLERK - a staff member who has specialized library skills and has received inservice training by a librarian.

GLOSSARY, continued.

LIBRARY MEDIA AIDE - a staff member who has clerical and audio-visual competencies and who by working in a library media center has received inservice training by a librarian or a media specialist.

LIBRARY MEDIA SPECIALIST - A credentialed librarian with competencies in the use of print and non-print materials.

LIBRARY TECHNICIAN - a staff member trained in all clerical aspects of library printed materials: record keeping, processing, circulation, bibliographic retrieval.

MAIN ENTRY CARD - a CATALOG CARD giving all information needed for the identification of a book including the TRACINGS. Usually the AUTHOR ENTRY CARD.

MEDIA - printed and audio-visual forms of communication.

MEDIA AIDE - a staff member with clerical and secretarial competencies who works in a media center.

MEDIA CENTER - a learning resource center that houses printed and audio-visual forms of communication equipment and has the services of a MEDIA SPECIALIST.

MEDIA SPECIALIST - an individual with broad professional preparation in educational media; who makes instructional decisions and meets teacher and administrative requirements. Specialization may be categorized into instructional level, curriculum area, media and service.

MEDIA TECHNICIAN - a staff member trained in all clerical aspects of media with special competencies in one or more of the following: graphics and/or information and materials processing, photographic production, equipment operation and simple maintenance.

NON-FICTION - a book presenting facts or factual accounts.

OVERDUE MATERIAL - material that was not returned on or before the DATE DUE.

OVERDUE NOTICE - a notice sent to borrowers to remind them of OVERDUE MATERIALS.

PARAPROFESSIONAL - Library media assistant who has two years technical training for a Library Media Center position.

PERIODICAL - a magazine, newspaper or other work that is published periodically.

PICTURE BOOK - see EASY BOOK.

PLASTIC JACKET - a transparent book jacket made of mylar or acetate sometimes applied to a BOOK JACKET of a book for protection.

GLOSSARY, continued.

POCKET - see CIRCULATION POCKET.

PROCESSING - Inclusive term for the preparation of materials to be added to the library COLLECTION.

PUBLICATION DATE - the year a book is published. This date is part of the IMPRINT and appears on the book and all CATALOG CARDS for that book.

READ SHELVES - to check the books on the shelves to insure accurate arrangement.

RENEW - to check a book out again to the same borrower.

RESOURCE CENTER - see MEDIA CENTER.

SHELF LIST - an index of cards, not the CARD CATALOG, containing one card for each title owned by the library arranged by CALL NUMBER in the same order as the books stand on the shelves. This file is useful for keeping records and in taking INVENTORY.

SHELF READING - see READ SHELVES.

SHELVES - to put books away in their proper order.

SPINE - the part of a book's cover that faces the reader as the book stands on the shelf. Usually printed on the spine are the author, title and publisher. During PROCESSING the CALL NUMBER is added.

SUBJECT ENTRY CARD - a card in the CARD CATALOG with a word or phrase indicating the subject of a work on the top line.

TEACHER AIDE - student or adult who assists the classroom teacher.

TITLE ENTRY CARD - a card in the CARD CATALOG with the title of a work on the top line.

TRACINGS - items listed at the bottom of the MAIN ENTRY CARD indicating other CATALOG CARDS made for the same work, i.e. ADDED ENTRY CARDS.

VENDOR - a company or its representative who sells products or services.

VOLUNTEER AIDES - any unpaid worker involved in the library program.

WITHDRAWAL - see DISCARD.

WORK SHEET - information written by the cataloger to be used by the person typing CATALOG CARDS.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
50 East Huron Street
Chicago, Illinois

School Library Bill of Rights For School Media Programs

Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural, and aesthetic appreciation and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgements.

To provide a written statement, approved by the local Board of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

The Students' RIGHT TO READ

"As U.S. Commissioner of Education, I am herewith proclaiming my belief that we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all --- that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability.

"This is education's 'moon' --- the target for the decade ahead. With the same zeal, dedication, perseverance, and concentration that made possible man's giant step of last July 20, this moon, too, can be reached."

James E. Allen, Jr.

Student Aides

A strong student aide program can be of value to both students and the Media Center Library. The student aides attract other students and encourage their reading. The student aide learns punctuality, to work independently, to listen and to follow directions, to organize and to develop good work habits.

The librarian may post a notice that aides are needed. At the first meeting the regulations and requirements are discussed.

Expectations:

1. Specific hours per week the aides will work
2. Procedures
 - a) Be on time
 - b) Work quietly
 - c) No unnecessary conversation with friends
 - d) Finish work and leave promptly when the assigned time is up.
3. Written drill on alphabetizing and the Dewey Decimal System

One method of organizing activities for student aides is to label book pockets with various duties and rotate activity cards with aides' names from pocket to pocket. The pockets could be fastened to a cork board or placed in a hanging pocket chart. Each aide lists on his activity card the date and task performed so he is assured a variety of activities.

JANE SMITH

October 3	shelving
October 6	circulation
October 12	paste pockets
October 15	desk

Possibilities for task areas for student aides include the following:

1. Circulation desk
2. Shelving materials
3. Care of audio-visual media
4. Care of newspapers and magazines
5. Room check
6. Door duty
7. Sorting and checking-in books
8. Preparing bulletin boards displays
9. Delivering, setting-up and operating audio-visual equipment

STUDENT AIDES, continued.

10. Alphabetizing new catalog cards
11. Preliminary filing of catalog cards "above the rod"
12. Assisting with overdue notices and statistics

Student aides should be encouraged to ask questions rather than to give misinformation when they are helping other students.

Appreciation for services rendered by student aides may be shown in several ways. Some ways are

1. At the end-of-the-year Awards Assembly, members of this group may be given recognition.
2. Special pins may be worn.
3. First chance at reading new books just processed.
4. Visits to a print shop or a bindery.
5. Arrangements may be made for contact with authors who are appearing locally.

STUDENT CLUB

The American Student Media Association (ASMA) is jointly supported by the Association for Educational Communications and Technology (AECT) and the American Association of School Librarians (AASL). Many librarians have group activities and alliances with this group which gives status to the young people who are involved in education through media. If you would like more information, write to

Sue Strub, ASMA Secretary
Route 3, Box 236-M
Aberdeen, Mississippi 39730

or

Helen Colby, Executive Secretary
Memorial Junior High School Library
Laconia, New Hampshire 03246

THIS IS THE AMERICAN STUDENT MEDIA ASSOCIATION

GOALS:

Let's jump right in, and see what this thing is. Perhaps understanding the goals would help. They are listed in the Bylaws, and we hope they are self explanatory, but what were the ideas behind them? One of our objectives reads "to promote student interest in the Media Professions." Are we then, a recruiting agency? Another reads, "to encourage student experimentation and exploration into media." How are these vastly different ideas related? We are not here to recruit librarians of Film Makers, or what not. We would like students to be aware, however, of the possibilities for vocations which exist now. These fields need competent innovative people. We would also like to exchange information on alternatives to professions, which are media related. If McLuhan is right, and the electronic media do cause decentralization (and this appears to be happening) then perhaps society will become an interlocking information network, in which case, "understanding media" may be considered basic literacy, and 'media specialists' will be even more important than they are now. (For those of you who are confused by the great terminology debate, I define "Media" to be anything that transmits or stores information). This ties in directly with the "experimentation" mentioned above. DO IT! The best way to learn something is to do it. The only way to understand the effects of media is to participate in it. The media is the only way our brains receive information is too important a molder to allow in the hands of "somebody else".

A.S.M.A. also states it will "promote, coordinate, and support state, regional and local student media associations. One of the reasons this is listed is because most of the work ASMA wants to do has to be done on these levels. Nothing an ASMA officer can do will make your library more responsive, or get you a channel on a local cable T.V. system. However, drawing on all the resources that only a national organization can provide, including contact with students with similar problems across the country, you may be able to come up with an answer, a clue, or a method. You will be better prepared to tackle the problem at hand.

HOW WE WORK:

We have tried to make it as vague as possible to allow ASMA to BE its members, and not an "organization". ASMA is its members, who have good ideas or/and are interested in doing things. We try to foster information exchange between ourselves. You are We. If it works, those who don't have any ideas will learn dreaming from those who do, and those who have ideas, but aren't doing will learn how from those who are. Those who are doing will expand from the feedback. We don't like to get mystical, but whenever someone does something in media - ASMA's objectives are being carried out.

We have officers and committees which try to pull it all together, dig up support for projects, and send out stimuli, but in the final analysis, what the membership does, and what feedback we get (in the form of letters, newsletter articles, contributions to our media center-information services-and talk between members) determine how effective A.S.M.A. will be.

WHAT WE DO:

Anything and everything! Honestly, it's impossible to tell you what we do until after we do it! It's as varied as the ever changing ideas of the membership. Some things planned are: The Associated Conference Program; Through the Conference Committee, ASMA will lend support and publicity to media oriented conferences that are based on a more-than-one state area. This increases the responsiveness of ASMA to

the members, encourages information exchange and assists the conference with its goals; Newsletter; ASMA publishes a quarterly newsletter which seeks to inform the membership of current happenings in media, new techniques, and what other members are doing. Contributions in the form of articles and artwork (line art preferred) come entirely from the membership. Information Services; ASMA maintains a media center for the distribution of printed material, tapes, films, slides, video tapes, etc. of interest to students of media. Information services will attempt to answer questions, or find people who can. Please feel free to contact us when planning a program, or when a problem arises; Special Projects; As specific needs arise ASMA will try to fill them; Several pamphlets on various subjects are being published, as well as proposals for making films and slide tapes. Specifically, we are trying to encourage our members to become involved in the production and administration of media. Generally, we try to find people who are willing to conduct workshops, be speakers, or coordinate special projects, for free, or cost of transportation (and we could use any input on this that you could give us).

A theme running right along with this is our objective "To boost the status of individual members." Media students deserve recognition for what they do. A national organization, such as ASMA lends prestige to it's members, but that will not last, unless they and the national organization keep up an outstanding program. ASMA intends to work toward getting credit for what Student Media Assistants and Student Librarians do, and by making more information available, helping to improve the skills and talents of all students interested in Media, and in this manner to also help state, regional and local groups improve their programs, and standing.

ASMA as a national affiliate of The Association for Educational Communications and Technology, puts you in contact with professional Media personnel. All ASMA members receive free admittance to A.E.C.T. national conventions. A special program is put on at these meetings for the membership and other interested persons by the American Student Media Association. ASMA is also supported by the American Association of School Librarians. Through these relationships we can provide even more services to the membership.

A THUMBNAIL HISTORY OF ASMA

ASMA can trace its beginning back to 1966 when the president of Michigan student librarians' assistants' group attempted to hold a national convention in Chicago. In spite of a lot of hard work, this attempt did not bear fruit. It wasn't until the 3rd Annual N.E. School Library Association's Student Leadership Conference that any real new action was taken. The thirteen states present wrote a petition urging the American Association of School Librarians and the Association for Educational Communications and Technology to support such an association. A steering committee made plans, arranged meetings with AASL & AECT, and contacted all states. One year later, at the 4th Student Leadership Conference representatives of 18 states, scattered around the country, met and adopted a constitution, and set up the workings of the American Student Media Association. We were voted as a full national affiliate of AECT at their October 1971 Board meeting. Yes, ASMA is alive and well, and we would welcome your support, to be of service to all who work in the field of Media!

Action in Media

CONSTITUTION

- Section 1. **NAME.** The name shall be known as the American Student Media Association.
- Section 2. **PRINCIPAL OFFICE.** The principal office of the American Student Media Association, initially shall be at Memorial Jr. High School, McGrath Street, Laconia, N.H. 03246 c/o Helen Colby, Executive Secretary, American Student Media Association.
- Section 3. **PURPOSES AND OBJECTIVES.** The general purpose and objective of the American Student Media Association for Students is the improvement of education and environment through the use of media.
- Section 4. **MEMBERSHIP.** Any student, organization, business, or anyone sincerely interested in the purposes and objectives of the Association may become a member upon payment of dues as provided for in the Bylaws for classes of membership as the Board of Directors may from time to time establish.
- Section 5. **GOVERNANCE AND OFFICERS.**
- (a) The determination of policy and the direction of the Association affairs is the responsibility of a Board of Directors, elected and functioning as provided herein.
 - (b) The officers of the Association shall be a President, a Vice President, a Secretary, and a Treasurer. The officers shall be elected as provided for in the Bylaws and shall hold office for a term of one year. The officers shall hold office until their successors are elected and qualify.
 - (c) An Executive Advisor shall be appointed for a term not to exceed three years, and may be reappointed.
- Section 6. **ELECTIONS.**
- (a) The President, Vice President, Secretary and Treasurer shall be elected by the membership. In the event that the President shall be unable to serve out his term, the Vice President shall succeed to the unexpired remainder of the term. In the event that both the President and the Vice President shall be unable to serve out the terms, the Board of Directors shall elect one of its members to serve as pre-siding officer of the Association. In the event the Secretary or Treasurer shall be unable to serve out his term, the Board of Directors shall elect one of its members to serve out the term.
 - (b) The members of the Board of Directors who are not officers of the Association shall be selected as provided for in the Bylaws. A vacancy on the Board of Directors may be filled for the unexpired term by the Board of Directors.
- Section 7. **ASSOCIATION POLICY STATEMENTS.**
- (a) The Board of Directors shall determine official Association policy.
 - (b) The annual conference for members and others interested in media may adopt and publish resolutions. These resolutions shall be considered by the Board of Directors and may be adopted as official policy of the Association.
- Section 8. **PUBLICATION OF THE CONSTITUTION AND BYLAWS.**
The constitution and Bylaws shall be reviewed periodically by the Board of Directors and published and distributed to the membership.
- Section 9. **AMENDMENTS TO THE CONSTITUTION.** The Constitution may be amended in the following ways:
- (a) Proposals for amending the Constitution may originate in the Board or by a petition submitted to the Board of one half of one percent (1/2 Of 1%) active members as of the date of the amendment. When the proposed amendment has been approved by a majority vote of the Board it shall be submitted to a vote by the membership.
 - (b) Proposals for amending the Constitution may be presented to the Executive Advisor by a petition signed by two and one-half percent (2-1/2%) of active members of the Association. After validating the signatures on the petition, the Executive Advisor will take the necessary steps to present the proposed amendment to a vote by the membership.
 - (c) In all cases the proposed amendment must be submitted in writing to the Executive Advisor at least four months prior to the mail ballot. At least two months prior to the mailing of the ballot, the membership must be informed of the amendment with an explanation of the reason for its implementation.

- (d) An amendment shall become effective when it has been approved by no less than two-thirds of the ballots returned to and counted by the Executive Advisor.

BY-LAWS

- Section 1. **OBJECTIVES.** The general purpose and objectives of the American Student Media Association shall be the improvement and increase of resources, both human and technological, available to the membership. Specific purposes and objectives shall be:
- (a) To encourage media-oriented personnel toward the better use of Media.
 - (b) To promote the use of Media in all areas.
 - (c) To boost the status of the individual member.
 - (d) To maintain an information house, for information on student interest in media and media associations and involvement.
 - (e) To distribute guidelines for student involvement.
 - (f) To provide training programs in the media field.
 - (g) To stimulate student interest in the media professions.
 - (h) To encourage student experimentation and exploration into media.
 - (i) To promote the study of Media as environment.
 - (j) To promote, coordinate and support state, regional and local student media association.
- Section 2. **DUTIES OF OFFICERS AND EXECUTIVE ADVISOR.** The President, Vice President, Secretary, and the Treasurer shall perform the duties of their respective offices and such other duties as may be approved by the Board of Directors. The President shall serve the second year as Immediate Past President.
- (a) The President of the Association shall be the executive head of the organization, shall preside at all business meetings, shall carry out the instructions of the Executive Committee and the Board of Directors and preside at meetings.
 - (b) In the absence of the President, the Vice President shall assume the duties of the President. Further delegations of authority shall be determined by the Board of Directors.
 - (c) The duties of the Secretary shall be to record the business of all official meetings.
 - (d) The duties of the Treasurer shall be to serve as chairman of the Fiscal Committee.
 - (e) The Executive Advisor, working with the Board, through the office of the President assists in formulating policies of the board and performs such other duties as determined by the executive committee such as execution of deeds and signing of formal documents.
- Section 3. **NOMINATIONS AND ELECTIONS.**
- (a) Prior to February 1, the President shall appoint a Nominating Committee of not less than eight (8) members representing the association by geographical location. The Chairman of this Committee shall be the Immediate Past President to be. By November 1, the Nominating Committee shall prepare an official ballot listing more than one name for each office and for each of the four (4) delegates-at-large positions, with provision for write in candidates. Not later than January 1, following, the Chairman of the Nominating Committee shall send the official ballot, along with biographical sketches to each member in good standing.
 - (b) The Nominating Committee shall determine the eligibility of nominees and ascertain that all nominees for any office are willing to stand for office. Eligibility shall consist of membership in the Association.
 - (c) Forty-five (45) days after the mailing of the final ballot, the Nominating Committee shall close the election. The Chairman of the Nominating Committee and his sponsor/advisor shall be responsible for counting the votes. The votes shall be resolved by the Board of Directors. The election results shall be reported by the President to the Board of Directors at least one month prior to the business meeting held in conjunction with the annual convention.
- Section 4. **BOARD OF DIRECTORS.**
- (a) The Board of Directors shall consist of the elected officers and delegates at large of the Association and the Immediate Past President. Board members shall be members of the Association.
 - (b) A vacancy in the elected membership of the Board of Directors shall be filled by appointment by the body. The person so appointed shall serve until the following annual election.
 - (c) A majority shall constitute a quorum of the Board of Directors.
 - (d) **Meetings:**
 - 1. Regular meetings of the Board of Directors shall be held at least once a year at a time and place to be specified by a vote of the Board of Directors. The Board of Directors shall have authority to take such actions as are necessary for the conduct of the Association affairs in accordance with the Constitution and Bylaws.
 - 2. If an emergency is declared by a majority of the Board of Directors, the Board shall have the power to take appropriate action.
 - (e) The elected officers shall be designated as the Executive Committee of the Board of Directors which shall have and exercise authority in the intervals between meetings of that body. The President of the Association shall serve as the Chairman of the Executive Committee.

- Section 5. **APPOINTMENTS.** The Board of Directors shall appoint all other officers of the Association.
- Section 6. **CALENDAR.**
 (a) The Fiscal year of the Association shall begin September 1.
 (b) The President and other elected officers of the new Board of Directors of the Association shall assume their responsibilities during the annual convention. In the event the annual convention is not held between February 1 and June 1, they shall assume their responsibilities on June 1.
- Section 7. **MEETINGS.**
 (a) There shall be an announced annual meeting of the Association at such time and place as may be determined by the Board of Directors. For all persons attending any meetings or conference there may be a registration fee fixed by the Board of Directors. Special Meetings and joint meetings with related societies shall be subject to approval by the Board of Directors.
- Section 8. **PUBLICATIONS.** The Association may publish an official organ. The Board of Directors may establish a Publication Board or Boards as required. Journals, reports, proceedings, and other documents shall be published as authorized by the Board of Directors.
- Section 9. **COMMITTEES.** Governance of the Association shall consist of a Nominating Committee a Resolutions Committee and a Fiscal Committee. Other committees as needed may be established by the Board of Directors. The President shall appoint membership of a committee if not provided for elsewhere in the Bylaws.
- Section 10. **MEMBERSHIP.**
 (a) The types of membership shall be determined by the Board to best attain the objectives of the Associates.
 (b) The Board shall determine the privileges of the types of membership and the duration of such privileges.
 (c) The Board shall publish information on types of membership, attendant privileges, dues and publications.
- Section 11. **DUES AND SUBSCRIPTIONS.**
 (a) The Basic dues of the Association shall be determined by the Board and shall include subscriptions to such publications as may be determined by the Board.
 (b) The annual dues to be paid by foreign student members and the publications of the Association to which they are entitled, shall be determined by the Board.
 (c) The Board may authorize special subscription rates to publications of the Association for special groups of subscribers.
- Section 12. **AMENDMENTS TO BYLAWS.**
 (a) Proposals for amendment of the Bylaws may originate in the Board. A proposed amendment to the Bylaws or a new Bylaw shall be ratified upon approval of two-thirds (2/3) of the members of the Board present and voting at a meeting of the Board.
 (b) A proposal for amending the Bylaws may originate by a petition submitted by one-half of one percent (1/2 of 1%) of the active members of the date of submission of the petition. The proposed amendment shall be declared ratified upon approval of two-thirds (2/3) of the Board members voting at a meeting.
- Section 13. **PARLIAMENTARY AUTHORITY.** Robert Rules of Order, revised, in the latest edition shall govern the Association in all cases to which it can be applied and in which it is not inconsistent with the Constitution, the Bylaws, or special rules of order of the Association.

MEMBERSHIP AND DUES

Voting membership

Individual member (grades 7 - senior, college)-----	\$ 3.00	
Local Association (per member)-----	.25	(\$1.50 minimum)
State Associations -----	20.00	

Associate Memberships

Contribution members-----	\$ 10.00 - \$24.00	
Donor -----	25.00 - 99.00	
Patron-----	100.00 & up.	
Business organizations-----	25.00 & up.	

Subscription to the Newsletter

Members -- included in dues	
Non-members -- \$3.50 per year	

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State Adopted Instructional Materials

For California Elementary Schools

Librarians are beginning to be placed in the elementary school library media centers with involvement in the instructional materials once identified as basic textbooks and now called instructional materials systems. Because this is so new, guidelines are in the preliminary stages and staff assignments are in limbo as to who will be responsible for these materials, especially at the building level.

The following pages identify areas of participation in which the librarian might want to become involved as a member of the teaching team.

NEW TEXTBOOK LAWS

INSTRUCTIONAL MATERIALS ACT OF 1973 AB 531 - SB 436 - SB 525

Minimum of five and maximum of 15 basic or supplementary instructional materials or materials systems per subject per grade (may or may not include books)

Focus on materials of all kinds, of which textbook is only one

Adoption period of two years with six year limitation on use of any material in district

Permanent fund based each year on \$7 per unit of ADA in 1973-74 with cost of living adjustments; legislative review at end of four years

No requirement upon school districts to use any particular materials, except that district must provide for needs of pupils. The State Board of Education did not identify basic or supplementary materials in adoption action, so school districts may use any of the adopted materials as the "principal source of instruction." (Section 9520, California Administrative Code, Title 5, Education)

School districts may use materials without reference to recommended grade and subject

State Board may elect to allot a certain amount of cash to districts for use in purchasing materials on the open market

No minimum number of orders required

All ratios to be determined by districts within limits of credit and/or cash allotments

Procedure For Materials Selection

PRE-SELECTION

Librarians

1. Develop an address file of local textbook salesmen whose materials are being submitted.
2. Develop a publisher catalog file and a buyer's guide which is developed from the publisher assessment card.
3. Volunteer as a participant on this selection committee.
4. Assist in the development of a criterion checklist to be used with the instructional materials.
5. Accumulate examples of materials selection policies.
6. Update bibliographies of supplementary materials.
7. Provide space in materials center for viewing of instructional materials.
8. Have present textbook inventories in ready access if designated as a responsibility.
9. Have on hand up-to-date EI-HI Textbooks in Print.
10. Make known the year and one-half time lag between selection and implementation.

SELECTION PHASE

Librarians

1. Provide necessary AV equipment for viewing and listening to instructional materials.
2. If convenient, see that coffee is available in the selection area.
3. Have a publisher's assessment form to share with evaluating team.
4. Make other publishers' catalogs available to the committee.
5. Make extra copies of the instructional materials ordering form to organize ordering and processing of selected materials.
6. Assist in compilation of the State Department of Education instructional materials ordering form.
7. Provide copies of inventory report.
8. Volunteer to coordinate committee when selection is made on building level.
9. Assist committee in using EI-HI Textbooks in Print.
10. Serve as liaison with administration in relating textbook inventory to student enrollment.

POST-SELECTION PHASE

Librarians

1. Assist by having audio-visual equipment needed for utilization of materials.
2. Recommend dispersment, retrieval, and accountability for materials that provides maximum utilization and a minimum processing procedure.
3. Suggest an inventory with a format flexible enough to include multiple kinds of materials.
4. Provide staff inservice for classroom equipment.
5. Update bibliographies of supplementary materials.

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